

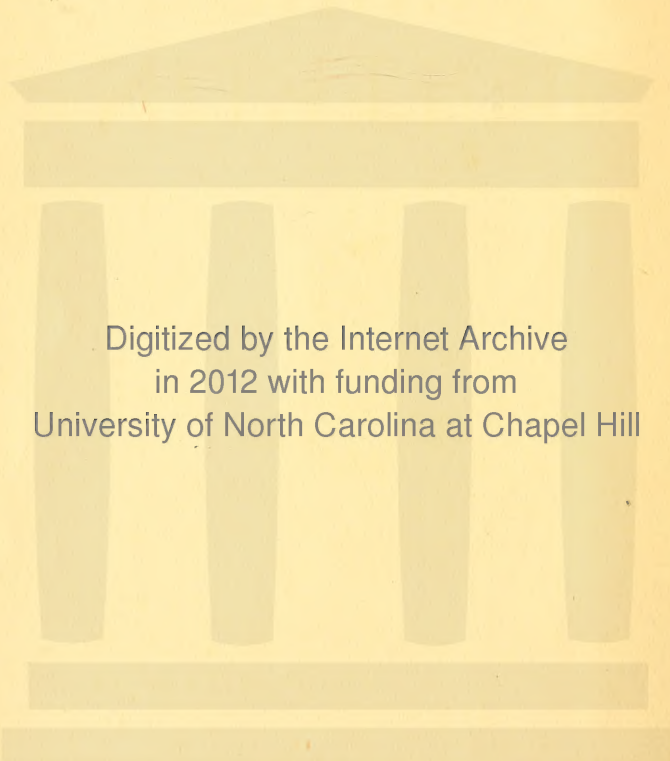
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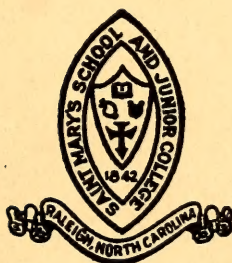
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SAINT MARY'S SCHOOL BULLETIN



SAINT MARY'S SCHOOL
AND JUNIOR COLLEGE
RALEIGH, NORTH CAROLINA

ALUMNAE NUMBER
SESSION OF
1937-1938

Oct '37

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Saint Mary's School Bulletin

ALUMNÆ NUMBER

October, 1937

RALEIGH, NORTH CAROLINA

Series 27, No. 1

Four issues of the BULLETIN are published during the school year: The Alumnae Number in October, the Catalogue Number in February, the Commencement Number in June, and the View Book Number in July.

Articles of interest to students and alumnae are requested. Address communications to SAINT MARY'S SCHOOL BULLETIN, Saint Mary's School, Raleigh, N. C.

Entered July 3, 1905, at Raleigh, N. C., as second-class matter under act of Congress of July 16, 1894.

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EDITORIAL

You, the Alumnae, have made Saint Mary's what it is today. To you we bring our deep appreciation for your interest and coöperation; in you we find the real Saint Mary's spirit—friendly, sincere, and ever loyal to the school.

Saint Mary's now offers to its students more opportunities for intellectual and cultural advancement than ever before. Each year is marked by improvements and changes that raise even higher the great standards of our school.

One standard, however, remains unchanged. The fine spirit of Saint Mary's girls needs no improving. With that spirit in our hearts, we, the Alumnae and the Student Body, will continue to strive together to build an even greater school for the Saint Mary's girls of years to come.

GENERAL ACTIVITIES

(intended to read as is explained)

STUDENT BODY OFFICERS

President Student Body.....	Mary Louise Riddick
Secretary of Student Body.....	Alexa McColl
President Day Students.....	Mary Ann Koonce
Vice President of Day Students.....	Mary Olsen
Senior Class President.....	Mary Elizabeth Neff
Senior Class Vice President.....	Jean Miller
Senior Class Secretary and Treasurer.....	Sallie London Fell
Junior Class President.....	Martha Ann Speight
Junior Class Vice President.....	Sue Clapp
Junior Class Secretary and Treasurer.....	Penelope Lewis
Business Class President.....	Dorothy Kerr
Business Class Vice President.....	Lillie Robertson
Business Class Secretary and Treasurer.....	Florence Withers
Sophomore Class President.....	Sallie MacNider
Sophomore Class Vice President.....	Virginia Trotter
Sophomore Class Secretary and Treasurer.....	Helen Divers
Freshman Class President.....	Meredyth McIntyre
Freshman Class Vice President.....	Jean Ballenger
Freshman Class Secretary and Treasurer.....	Martha Armstrong
Prep Class President.....	Betty Oates
Prep Class Vice President.....	Mary Alice Hoover
Prep Class Secretary and Treasurer.....	Virginia Brock

HONOR COUNCIL

Presidents of Classes.....	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;"> Mary Elizabeth Neff Martha Ann Speight Sallie Foard MacNider Meredyth McIntyre Betty Oates Dorothy Kerr </div> </div>
President of Student Body.....	Mary Louise Riddick
President of Day Students.....	Mary Ann Koonce
Senior Class Representatives.....	<div style="display: inline-block; vertical-align: middle;"> <div style="display: inline-block; vertical-align: middle;"> Agnes Sanford Louise Hall Alexa McColl </div> </div>

Junior Class Representatives.....	{ Lucy Pittenger Virginia Allison Annie Webb Cheshire
Sophomore Class Representative.....	Erwin Gant

PRESIDENTS OF ORGANIZATIONS

President of Mus	Eugie Watters
President of Sigmas.....	Ruth Seidler
President of E. A. P. Literary Society.....	Jean Blount
President of Sigma Lambda Literary Society.....	Ann Dawson
President of Altar Guild.....	Sallie London Fell
President of Granddaughters' Club.....	Louise Hall
President of Dramatic Club.....	Sylvia Cullum
President of Political Science Club.....	Mary LeRoy Stanton
President of Doctors' Daughters' Club.....	Louise Wilson
Editor of <i>Bulletin</i>	Alexa McColl
Editor of the <i>Belles of Saint Mary's</i>	Louise Jordan
Editor of <i>Stage Coach</i>	Mary Jane Yeatman
Marshals.....	{ Josephine Pope, <i>Chief</i> Ann Dawson Patsy Jones Anne Shook Mary Jane Yeatman

STUDENT GOVERNMENT

The Honor System has made Saint Mary's student government effective. The present organization was begun in the spring of 1937 in order to start the new year with the honor system an established part of the school. Little change was made in the judicial and executive force of the government. The student council is made up of a president and vice president nominated by a committee and elected by the student body, and representatives from each class elected by the class. The council elects from its members a secretary, who serves as the secretary of the Honor Council and of the Student Government Association; and a faculty advisory committee to the Council is appointed by the principal of the school.

The greatest change was made in the legislative force, the student body. Every girl entering Saint Mary's School automatically becomes a member of the Student Government Association and obligates herself to obey house and school regulations. Any infringement

of these regulations may be cause for her to be summoned to appear before the Executive Council acting alone or as a part of the whole Honor Council. There is, however, more to her obligation. It is her duty to see that other students obey regulations, and her privilege to express her opinion concerning these rules.

The Student Government Association strives to uphold the principles of honor and self-reliance. It has formulated house regulations to promote successful group living and to protect life and property.

Through the Honor System, the association has drawn closer to the fulfillment of its purpose. The spirit of the student body has improved. The students have found that there is no honor or glory in "getting by" with breaking rules, and that it is far more glorious to see something fine developed because they have helped to make it grow. And Saint Mary's Honor System is an experiment in which they play the most important part in developing something that will be an inspiring example for years to come.

FINE ARTS

This year Saint Mary's has taken a great step toward fuller training in the cultural aspects of education. Instruction in two fine arts courses now is available to every girl in school without extra charge. This affords a benefit as well as a pleasure of which many of the girls did not have the opportunity before.

The music department has ninety pupils this year as compared with thirty-eight last year; a third of these take double courses. A new music building with fifteen new practice rooms has been erected next to the gym. Each room has an upright piano and is lighted indirectly. There are three teachers' studios, each equipped with a grand piano and attractive furniture. Even with this new building the space is not enough to take care of all the students. There are several new faculty members to help Mr. Jones and to see that the girls get the best instruction possible. These new faculty members are: Miss Stuart, the teacher of voice; Mrs. Alden, who teaches violin; and Misses Haig and Scott, who have the piano lessons. Mr. Jones teaches Organ, Theory, and Harmony.

Miss Harris is teaching art unaided, but competently, although she has forty-seven pupils in comparison to eighteen last year. These students have five hours of work a week. Three of these hours are regular classes, while the other two are unsupervised periods. During these unsupervised hours the students draw anything they wish and these drawings are criticized by Miss Harris at a class period. This plan tends to bring out the originality of the individual.

In the dramatics and expression department Miss Davis has Miss Allan to assist her in the instruction of her pupils who have increased threefold. These girls are taught not only dramatics and expression but also stagecraft.

The increased enrollment in all these classes shows how eagerly the students are benefiting by Saint Mary's new plan of providing art, music, and expression without extra charge.

STUDENT PUBLICATIONS

Saint Mary's is justly proud of the growth in her extra-curricula activities, but she has most right to be proud of the growth of her student publications: The *Belles*, semi-monthly newspaper; the *Bulletin*, published five times a year, and the *Stage Coach*, the annual issued at the end of the year. Last year a mimeographed semi-monthly sheet was started. Today it is a printed newspaper containing not only school news, but alumnæ news and exchange material from other women's colleges. Likewise, the *Bulletin* and the *Stage Coach* have grown. Last year the publications had a staff of only eight members; this year the work has necessitated eighteen.

The members of the staff are representative of each class and are chosen for their ability and interest in writing. They are aided by two faculty members: Mr. Moore, faculty adviser; Mr. Tucker, business manager. There is a Contribution Box placed on the Publications Bulletin Board for the contributions of the student body, and the English teachers are alert to notice themes, poems, and short stories that may be published.

Diverse in their content, the three publications are united in purpose. Above all, they seek to mirror a picture of school life for the students of yesterday, today, and tomorrow.

\$4,500 GIVEN TO SAINT MARY'S

Dr. William Warner Bishop, Librarian of the University of Michigan and chairman of the Carnegie Corporation of New York, sent Mr. Mohrardt, a library specialist, on a tour to inspect Junior College Libraries to see which ones were suitable to receive grants from the Carnegie Foundation. Certain requirements had to be fulfilled to obtain this grant.

The Carnegie Corporation of New York has given to Saint Mary's Library \$4,500, which is the second largest grant given to Junior College Libraries. \$3,000 of this is to be spent this year, and \$1,500 next year.

Mrs. Brown, a resident of Raleigh and formerly of Russell Sage Foundation, has been appointed a full-time library assistant to Mrs. Nash. These two are very busy ordering new books and cataloging them.

Several new sets of reference books have been bought. One of the most important sets is "The Dictionary of National Biography," which covers the field of biography in the British Isles and its colonies from the earliest times down to 1921. Additional reference books on History, English, History of Music, and History of Art have also been purchased. Many books for recreational reading have also been purchased.

Saint Mary's considers itself particularly fortunate to have been singled out for such a large grant from the Carnegie Foundation.

The intrinsic and practical value of the Library will be greatly enhanced by this gift, which nevertheless, brings forcibly to our attention the present limited and inadequate accommodations of the Library.

PHYSICAL EDUCATION

There have been many improvements in the physical education department this year. A new point system has been put into effect and equipment for several new sports has been purchased. Among these new sports are kick-ball, shuffle-board, hit-pin baseball, paddle tennis, darts, quoits tennis, zel-ball. In addition to the new games, baseball, tennis, swimming, basketball, volley ball, ping-pong, and badminton are available as previously. To make these sports more enjoyable the gymnasium floor has been varnished.

Among the most notable of the school's purchases for the comfort and benefit of students are four electric hair-dryers. No longer will girls have to rush to classes from swimming and the showers with damp and dripping hair. Truly the girls are grateful.

This year the managers of the various teams and the girls eligible for membership in the Letter Club will be decided upon by the Athletic Board. This board, which has been organized as a means of giving the students a voice in decisions, is to be made up of the physical education directors and the presidents and vice presidents of the two athletic associations.

Miss Rebecca Harvey and Miss Amelia Vincella are in charge of the physical education this year and they are anxious to continue the fine work already begun this season.

DRAMATICS

On October 10 Miss Davis went to Chapel Hill to attend the Annual Director's Conference of the Carolina Dramatics Association. She represented the Junior College branch.

Among the new ideas Miss Davis brought back are those pertaining to speech and voice training, subjects of her expression classes. Her classes this year are large and meet three times a week. At the beginning of the week the technicalities and fundamentals of dramatics are taught. The classes in the latter part of the week study the philosophy of expression, characterization, dialects, and the expressive movements. On Friday nights the classes meet jointly to study stage production, pantomime, costuming, lighting, make-up, and the History of the Drama.

Miss Davis has chosen several one-act plays to be given by her pupils in November, but the titles have not yet been released.

The Dramatic Club, under the leadership of its recently-elected president, Sylvia Cullum, will give "The Rivals" early in December. In the cast are: Helen Kendrick, Louise Wilson, Jean Hunt, Sylvia Cullum, Mary Ann Koonce, Elizabeth Holmes, Bettie Harris, Betty Cleavenger, Mabel Humphrey, Eileen Brent, Rebecca Norman, and Jean Miller. Saint Mary's is expecting another of Miss Davis' excellent productions.

STUDENT ORGANIZATIONS

GLEE CLUB AND CHOIR

From a large number of applicants, Mr. Jones has selected forty-five girls to sing in the Choir and thirty-five to be members of the Glee Club. Try-outs for the Choir were held during the first week of school, and for the Glee Club the first part of October.

The Choir is large enough to have two shifts. With the exception of a few girls who sing at both morning and evening services, there is one Choir for the morning service and another for vespers. The school is most fortunate to have Mr. Jones playing for both services this year.

The Glee Club has met twice, and plans for the spring presentation of a Gilbert and Sullivan operetta are going ahead. Several of the choruses of the operetta (which has been chosen) have already been practised and although no definite selections have been made as yet for the cast, it is rumored that Nancy Murchison, Frances Fish, and Betty Cleavenger will have important rôles. Although the production of the operetta is far distant, there are many speculations as to Who will be Who. The formal announcement of the names of the girls who will have the leading parts is awaited with much interest.

THE LITERARY SOCIETIES

The Literary Societies have every reason to expect good work this year. They have an ideal number: eighteen in each society. Their presidents and old members have decided to adopt a new plan, that of competition. The members of the two societies contest in writing poetry, essays, and short stories. There will be something offered as a prize to the winning society at the end of the year.

The object of these organizations is to promote interest in writing. The presidents, elected last year, are Ann Dawson for the Sigma Lambdas and Jean Blount for the E. A. P.'s. Advisers for these two societies are Mr. Moore and Miss Jones, respectively.

New members have already been elected this fall, and were initiated at the Literary Society Tea on October 27th. Next spring another election will be held and more members will be chosen on the basis of interest, originality, and general improvement in English.

RIDING CLUB

At the first meeting of the newly organized Riding Club, Eileen Brent was elected president; Laura Dingle, vice president; and Mary Kistler, secretary-treasurer. It was suggested that the club give a horseshow and attend those given in Greensboro, Durham, and Pinehurst. Though it was not definitely decided, the girls hope that these suggestions will be carried out. Meanwhile arrangements have been made to facilitate means for the members to ride when they wish.

Y. P. S. L.

The Young People's Service League for this year has been organized with Anne Shook as president, Mary Louise Riddick as vice president, and Dorothy See as secretary-treasurer. The executive council also has been chosen and includes the officers and Sue Clapp, Georgianna Hetsch, Merrie Haynes, Marianna Hancock, Louise Jordan, Mary Jane Yeatman, and Sallie Fell.

The executive council met a few weeks ago at a tea at the Klonman's. Anne Shook, Marianna Hancock, Jean Miller, and Merrie Haynes were chosen as delegates to the student conference to be held in Greensboro, North Carolina, on November 5, 6, and 7. Plans were also made for the year's meetings. Among the guests will be Bishop Penick, speaking about the General Convention; a group from Saint Augustine's, singing; Dr. Tucker, telling of his work in China; and Mrs. Gordan, explaining the work of the Woman's Auxiliary.

The executive council resolved to promote a more enthusiastic response to the birthday thank offering, which is used to help the missionary work in China.

At the first meeting of the Y. P. S. L., held at a party given in the dining room, there was a discussion of the orphan to whom Saint Mary's gives clothes and money. Although the Y. P. S. L. chapter of the Holy Comforter Church offered to help in her case, it was finally decided that this chapter would continue to do the work alone.

The Saint Mary's Y. P. S. L. is looking forward to a helpful and interesting year.

ALTAR GUILD

The Altar Guild for this year is made up of thirty-four Seniors under the leadership of Sallie London Fell, with Miss Bason and Miss Diggs as faculty advisers. The members are divided into two main groups to perform the duties of the Guild. The first group is

in charge of the daily chapel services; and the second is made up of five committees to care for the church fixtures, with Helen Noell, Agnes Sanford, Jean Miller, Ruth Seidler, and Patsy Jones as chairmen. These divisions will be changed quarterly, giving each girl a chance to learn more about the services of the Altar Guild.

DEUTSCHER VEREIN

On October 19th the Deutscher Verein held its first meeting in Miss Dodd's classroom. At this meeting the German students elected their officers for the coming year. They are: Jean Miller, president; Nancy Murchison, vice president; Merrie Haynes and Ann Dawson, secretaries; Agnes Sanford, treasurer; and the chairman of the social committee, Louise Jordan. The next meeting is to be held some time in December.

D. D. C.

One of our newest organizations is the recently formed Doctors' Daughters' Club. The officers are: President, Louise Wilson; vice president, Tудie Neff; secretary-treasurer, Sallie MacNider. Mrs. Naylor is the club sponsor.

Besides the opening business meeting, the club met for bridge on October 29, in the infirmary. Once a month the members will go downtown together for lunch and movies. The club intends to be more, however, than a social organization, and made its first objective the care of a family at Christmas.

POLITICAL SCIENCE CLUB

The Political Science Club is an organization for the benefit of those students taking courses in Social Science, History, and Economics. Mr. Guess, instructor of some of these courses, directs the club, and its officers are: Mary LeRoy Stanton, president; Jean Miller, secretary; and Elizabeth Thomas, treasurer. The purpose of the club is the promotion of interest in world events of today. In its two meetings so far, a few of the subjects discussed were: The Chinese-Japanese situation, the Supreme Court question, and relation of other countries to the Spanish war. Over forty people have joined the organization. Mr. Guess plans two meetings a month on Sunday evenings.

ENTERTAINMENTS

OLD GIRL-NEW GIRL PARTY

New girls were still asking their way to the Chemistry Laboratory, and the "Oh, yes, do you know him, too?"'s were still flying thick and fast when the night of the Old Girl-New Girl Party came around. And such a scramble there was for the Old Girls to find the New Girls they were to take. Finally, after great excitement, Old and New alike were lined up in Smedes Hall, waiting to pass down the receiving line, which consisted of Mrs. Cruikshank, the Klomans, the new members of the faculty, the most outstanding of the Seniors, and several others.

The party was soon under way with dancing for the big attraction, music being furnished by various student jazz pianists. There were many "Big Apples," and everyone had a marvelous time. After a great deal of dancing, several girls entertained for the last half-hour of the festivities, while Tудie Neff and her cohorts passed around chocolate and vanilla ice cream cups. Among the entertainers were Anne Shook, who told two excellent, amusing stories; Betty Cleavenger, who sang several popular songs; and a number of couples who did some splendid exhibition Ballroom Dancing.

It was with reluctant sighs that we left the party at nine-thirty. The party was, of course, a huge success, and we congratulate Tудie Neff and her Senior Committee on their skill in giving one of the best Old Girl-New Girl parties in several years.

SIGMA-MU PARTY

The main feature of the Sigma-Mu party, held October 1st, was the basketball game. Each club held a meeting to welcome the new members and to learn their respective songs and yells. Both the Mus and Sigmas supported their teams enthusiastically and the game was very close, with the Mus finally winning 30 to 24. After the game refreshments were served and every one lingered to take part in the "Big Apple."

SCHOOL RECEPTION

Between the hours of four and six on Wednesday afternoon, October 13, the annual school reception was held in Smedes Parlor. Invited were the parents of the town students, the Seniors, the Ra-

leigh Alumnæ, and a few special guests. Misses Lalor, Weise, and Harris welcomed the visitors and introduced them to the receiving line, composed of new faculty members, Mr. and Mrs. Kloman, Mr. and Mrs. Tucker, and the school officers.

The guests were then directed by other faculty members to the tea table, where Mrs. Nash and Mrs. Partrick presided. Assisting in serving refreshments were several of the students. Good-byes were said at the door by Miss Lineberry and Mr. Jones. The parlor was appropriately decorated with fall flowers, and lighted tapers adorned the lace-covered tea table. During the afternoon over 200 visitors called.

Y. P. S. L. PARTY

On October nineteenth the Young People's Service League held its first meeting in the dining room in the form of a campfire. After supper was served, Rev. David Yates, rector of Saint Joseph's Church, Durham, gave an interesting talk on league work. Then the various classes presented their stunts, and routine business was attended to, after which the benediction was said.

THE KLOMANS' TEA FOR HIGH SCHOOL STUDENTS

Friday, October 22, the High School Students were charmingly entertained by the Klomans. They were greeted at the door by Erwin Gant, Freshman Honor Council member, while the receiving line in the living room was composed of Mr. and Mrs. Kloman, Miss Harvey, Miss Allan, Sallie MacNider, Meredyth McIntyre, and Betty Oates. Other members of the three classes helped serve, while Miss Sutton poured tea. Everything was delightful and the Klomans' hospitality was greatly appreciated by all the underclassmen.

HALLOWEEN PARTY, THURSDAY, OCTOBER 27

Everybody was there: Popeye and Olive Oyl, a crew of sailors, two representatives of the chain gang, Camille, and the Marx brothers. All had bought hot dogs at the door and had been at the mercy of a horde of ghosts in the darkened gymnasium. The lights having been turned on; the guests paraded before judges while the ghosts looked on—truly a gay party amidst the shocks of corn, autumn leaves, and black and orange paper decorations. As the line marched around, the costumes were judged by a faculty committee.

After much deliberation, they awarded first prize to two savages, Sallie London Fell and Sylvia Cullum, unrecognizable under a heavy coat of brown grease paint. Second prize was given to "A Plantation Wedding," depicted by third-floor Holt. While disguised friends were identifying disguised friends, a scavenger hunt was announced. For a half hour the room was cleared while each party searched for articles whose names were concealed in a poem. Then the groups reassembled. Yes, somebody found everything—Sallie MacNider and party! The refreshments, typically Halloween, were passed around on trays. While still eating apples, peanuts, and candies, some people formed a line outside the door of the little office where fortunes were told. Others went into a "house of horrors" which featured a gypsy who "red" fortunes with lipstick. Here the perfect Halloween party ended, and everybody went home with hearts thankful to the Juniors for a "wonderful time."

NEWS ITEMS

NEW FACULTY MEMBERS

Saint Mary's would like to take this opportunity to announce and welcome her new faculty members. Additions have been made in several departments as well as a few vacancies filled.

In the music department Miss Ruth Scott, of Kingston, N. Y., is replacing Miss Margaret Brewster. Miss Katherine Stuart, of St. Louis, and Miss Mary Ruth Haig are additions to the music faculty in the capacities, respectively, of voice and piano teachers. Virginia's capable Miss Rebecca Harvey has taken Miss Tash's place as gym Head. Miss Martha Dabney Jones, of Norfolk, a graduate of Saint Mary's and Sweet Briar, who took her master's degree at North Carolina University, replaces Mrs. Greenwood. Mrs. Marianne Casper, of Raleigh, is filling the vacancy left by Mrs. Kenyon in the business department. Mrs. Helen A. Brown, a former librarian of Troy, New York's Russell Sage Woman's College, is the new library assistant.

Miss Kate Spruill, of Rocky Mount, N. C., new Alumnae Secretary, was graduated from Saint Mary's in 1934 and Hollins in 1937. Miss Brooke Allan also was graduated from Saint Mary's in 1934 and from Smith in 1937. She is a welcome addition to the English department.

Saint Mary's extends a warm welcome to all of these new faculty members.

ASSEMBLY TALKS ON HONOR SYSTEM

As some people were in doubt as to what the Honor System really was, a few weeks ago in separate talks both Mr. Moore and Miss Morrison tried to enlighten the student body. Mr. Moore stressed stealing and lying while Miss Morrison stressed cheating. Both made the point that the Honor System is in the hands of the student body, not the teachers; that it is up to every girl to do her part in maintaining the Honor System.

MRS. BROWN'S LIBRARY COURSE

Mrs. Brown and Mrs. Nash both feel this year that the students should know more about the library; how to find articles in magazines, books in the catalogue, and reference books. Mrs. Brown is

therefore giving a series of lectures in assembly on methods in bibliography, reference problems, and in general methods of using the library.

THE STATE FAIR

Every year Saint Mary's girls look forward to the State Fair. This year was no exception. About thirty students attended, chaperoned by Misses Morrison, Vincella, and Vann.

The exhibits were unusually interesting, displaying productions from every region of North Carolina. Fine produce, school, and foods exhibits were extensively displayed.

The Merry-Go-Round, Ferris Wheel, and Caterpillar offered the traditional "thrills and spills."

In exceptional favor with the Saint Mary's girls were the dart-throwing, hoop-ringing, prize-winning games. Most of those who tried their skill at these were very lucky, returning to school laden with fur dogs and dangling monkeys. However, whether lucky or not, everyone seemed to enjoy the Fair.

ALUMNÆ TAKE SENIORS TO MOVIE

Instead of the usual tea, this year the alumnae gave the Seniors a trip to the movies. On Thursday, October 21, the entire Senior Class went to see "The Life of Emil Zola," accompanied by Miss Kate Spruill, alumnae secretary, and several other ladies. The girls enjoyed the performance and appreciated the attention of the alumnae.

PROMINENT MINISTER AND EDUCATOR

Dr. B. Iddings Bell, an important speaker and minister of Providence, R. I., recently delighted the student body with a talk on religion in colleges. He said that the trouble with religion in colleges was that people had no religion. Some students, he said, had a faint idea of religion carried over from their childhood days, but most had none. "Why they don't even know how to pray," he said, "but only ask God to answer their selfish prayers." Dr. Bell's talk was very inspiring, and each student left the room with a desire to make her life better and finer.

NOTED SPEAKER

On October 20, Mrs. Ruth Bryan Owen Rohde spoke to the students and faculty of Saint Mary's. From the beginning the audience was assured of the charm and personality of the first woman diplomat of the United States, and it remained interested and fascinated by her subject, the "Business of Diplomacy." Mrs. Rohde inherits the oratorical abilities of her renowned father, William Jennings Bryan. She explained the organization of the office of a foreign diplomat and pointed out the importance of the establishment abroad of an accurate impression of our nation. She proposed a solution that would involve the careful selection of newspaper articles and motion pictures that leave this country. Her word pictures of the people and life of Denmark and Greenland were excellent.

All who heard the former American Ambassador to Denmark (1933-1936) were grateful for the opportunity of hearing such an outstanding woman.

FACULTY RECITAL

The first faculty recital was presented on Tuesday night, November 2, 1937. Mrs. Alden was assisted by her husband and they played several violin selections. The musicians performed wonderfully and everybody enjoyed the recital very much. The program was as follows:

Miss Ruth Scott, Pianist
 Miss Mary Ruth Haig, Pianist
 Miss Katherine Stuart, Soprano
 Mrs. E. H. Alden, Violinist
 William H. Jones, Accompanist

Program

Golliwog's Cake Walk.....	Debussy
La Cathedrale Engloutie.....	Debussy

Miss Scott

Beau Soir	Debussy
J'ai Pleure en Reve.....	George Hue
O Beauty, Passing Beauty.....	Walter Golde
When I Have Sung My Songs.....	Ernest Charles
Floods of Spring.....	Rachmaninoff

Miss Stuart

Girl With the Flaxen Hair.....	Debussy
Intermezzo in E Flat Minor.....	Brahms
Fantasie Impromptu	Chopin

Miss Haig

Violin Duets:

Vivace (Concerto in D Minor).....	J. S. Bach
Impromptu	Goosens
Bourree	Stoessel

Mrs. Alden

Assisted by

Mr. E. H. Alden and Miss Aileen McMillan

FOOTBALL GAMES

This fall, Saint Mary's girls have been allowed to attend football games at Carolina and N. C. State. Of course, a trip to Chapel Hill by means of a bus is most exciting. When they leave at midday, the girls are given lunches to eat on the way. Even an excursion on foot to nearby "State" is quite an event. The girls all go together to these games, walking there in a body, and even sitting in a group. The games that they could attend at Carolina have been North Carolina vs. South Carolina, Tulane, and Fordham. At "State": N. C. State vs. Carolina, V. P. I., and Citadel. And there remain several yet to be seen.

MUSIC BUILDING

A new music building was built during the summer vacation. The increase in number of music pupils this year has made the building one of our most needed improvements. It has several practice rooms containing pianos and indirect lighting lamps and three studios for instructors. Two of these studios are for piano lessons under Miss Scott and Miss Haig, and one is for voice lessons under Miss Stuart. Since Saint Mary's has long needed a place for expansion in the music department, the school is proud of the new building.

ALMA MATER

Saint Mary's! wherever thy daughters may be
 They love thy high praises to sing,
 And tell of thy beauties of campus and tree
 Around which sweet memories cling;
 They may wander afar, out of reach of thy name,
 Afar out of sight of thy grove,
 But the thought of Saint Mary's aye kindles a flame
 Of sweet recollections and love.

Beloved Saint Mary's! How great is our debt!
Thou hast cared for thy daughters full well;
They can never thy happy instructions forget,
Nor fail of thy virtues to tell.
The love that they feel is a heritage pure;
An experience wholesome and sweet.
Through the fast rolling years it will grow and endure;
Be a lamp and a guide to our feet.

May the future unite all the good of thy past
With the best that new knowledge can bring.
Ever onward and upward thy course! To the last
Be thou steadfast in every good thing.
Generations to come may thy fair daughters still
Fondly think on thy halls and thy grove
And carry thy teachings—o'er woodland and hill—
Of earnestness, wisdom and love.

ALUMNÆ DEPARTMENT

MESSAGE TO ALUMNÆ

To the Alumnæ:

Having been chosen as your Alumnæ President, I feel very incapable of my position, but as an old Saint Mary's girl, I am going to try to do my very best. All Saint Mary's girls must take out of their vocabulary the words, "I can't," and substitute the words, "I'll try." As our centennial is only four years off, let us all turn our thoughts and whole hearts toward making it what Saint Mary's deserves.

ELLEN D. COOPER,
President, Alumnæ Association.

MISS SHAW RESIGNS AS ALUMNÆ ASSOCIATION PRESIDENT

After six years of active and intelligent leadership, Miss Easdale Shaw has resigned her position as president of the Alumnæ Association. The splendid work that Miss Shaw has done in these past six years will not be forgotten soon, for with wisdom and understanding she has encouraged alumnæ toward progressive goals. For her constant willingness to help on any occasion, for her interest, and for her guidance, Saint Mary's Alumnæ express sincere appreciation.

MRS. COOPER—NEW PRESIDENT

At a meeting of the Alumnæ Council held September 17th, 1937, Mrs. Alex Cooper, of Henderson, accepted the position as president of the Alumnæ Association. Mrs. Cooper has been interested in alumnæ work for some years, and we are sure that under her leadership the Association will continue its good work.

MISS ALEXANDER RESIGNS

Miss Alice Alexander, Alumnæ Secretary, 1935-37, resigned her position after suffering an automobile accident last spring. Miss Alexander is now working again and is with the firm Kirchofer and Arnold in Charlotte. It was with a great deal of regret that Saint Mary's saw Alice leave.

CLASS LETTER OF 1937

Class President: Janet Lawrence, Chapel Hill, N. C.

Chapel Hill is just about the best place anyone could be as far as running into classmates is concerned; almost half the "imports" who come over for football games and dances are Saint Mary's girls.

This year Carolina has a larger delegation from Saint Mary's than it has had in years. Blondie Warren, Elsa Winters, Olive Cruikshank, Mary Frances Hunter, Connie Thigpen, Edna Hines Bynum, Eleanor Jackson, Kathryn Fleming, Virginia Bower, and Mary Taylor Hinnant (whew! what a mouth-full!) have stepped right into the midst of all the goings on here.

All summer long nobody was exactly sure where Connie Fagan was going to school this fall—not even Connie herself; but when she drove down in the early part of September to put her sister in Duke, she said she had finally decided to stay home and go to Adelphi.

When I saw Mary Wood at the South Carolina game on September 25th, she was all agog over the prospect of leaving for Smith in the next few days. It seems that about half of our class has gone north to finish school.

Furtherest north is Peggy Mathewson at Skidmore in Saratoga Springs, New York, while her last year's roommate, Effie Flannagan, is working to carry out her artistic ambitions in New York City. She is sharing an apartment with Elizabeth Young, who is continuing her dramatic studies there, and from what I hear, they seem to be "hitting the high spots" between working hours.

Clara Bond Anderson and Lil Small are at Goucher, and Hunt Hardinge just outside of Baltimore, is at Wilson College.

Washington, D. C., claims four of our class now. Margaret Belamy, our class valedictorian, has given up all academic work at Fairmont, and is taking Home Economics and gymnastics. Frances Smith and Ann Burr are at Gunston Hall, and Duke Blue is at Marjorie Webster. From all reports—and I'm not surprised—all four are keeping Annapolis boys in a dither.

Neither Virginia Worth nor Kitty Williams has been back down to North Carolina since they entered Mary Baldwin, but before long, I expect to see them both breeze into Chapel Hill full of their old enthusiasm.

Virginia Bower tells me that Clarice Bailey is at Sweet Briar trying to convince her friends of the merits of Shelley's poetry.

Emily Battle, also in Virginia is in training at the Johnston-Willis Hospital in Richmond.

Betty Scott breezed in from Salem for about two minutes last Sunday, to see Tootsie Martin and any other Saint Mary's girls here for the week-end. I have gotten several enthusiastic letters from Tootsie about Randolph-Macon, but it was so much better to see her

even if it were only for a short time. Somehow it just doesn't seem right for Tootsie and Betty not to be rooming together. Louisa Sloan, who was here that same week-end, and Betty brought me news of Jessie Skinner and Ann Whaling also at Salem this year.

Helen Rose Whitten, Nancy Jernigan, Barbara Barnes, and Janet McConnell seem to be combining lots of work and lots of fun at Duke, as are Hannah Huske, Julia Smallwood, Mary Carter Whitehurst, Sarah Craig, and Kitty Bernhardt at W. C. U. N. C. in Greensboro.

Quite a number of our day students seem to like Raleigh too well to go away—but can we blame them? Sarah Price is teaching a dancing class, Lucille Aycock is going to Meredith, Minnie Grace Olive is going to Mrs. Hardbarger's, and Jervey Quintard is staying home. Becky Davis and Georgia Kirksey decided that since they worked so hard last year they deserve a rest now. They are both at their respective homes, learning to keep house.

Agnes Gregory was here a week-end not long ago. She looks as lovely as ever, and says that she and Beverly Vann are working even harder at Converse than they did at Saint Mary's.

Olive tells me she saw Betty Farrar in Raleigh the week-end of Wake Forest's homecoming. In spite of the fact that Betty has moved to Kentucky, we are all mighty glad she likes North Carolina too well to stay away.

Further south, I hear that Ruth Weeks has a job in Alabama, that Florence Lytle has the boys at Stetson in a whirl, and Helen McBride is spreading that infectious smile around Talahassee at the University of Florida.

So far, only two of our graduating class are married, and the accounts of both weddings were most interesting and exciting.

Hortense Norton is now Mrs. Robert Seedlock, and is living in Pittsburgh. Charlotte Holman, also married, is making her home in Greensboro.

This concludes the whereabouts of the class of '37 for the moment. Our class is so big that if anyone does change her address or does something important, I would appreciate somebody telling me very much.

Editor's note to class of '37:

What do you think of your class letter? If you like it and think it a good and interesting way to gather class news, then prove it by writing a nice "newsy" letter to Janet, who, by the way, seems to be having a grand and glorious time in Chapel Hill this year.

INTERESTING EXTRACTS

From Nell Battle Lewis' article "Pedagogy in Retrospect," published last June, we take the following interesting excerpts. We are delighted to say though, that Miss Lewis' "teaching days" are not over, for she is on the faculty again this year.

"My teaching days are over, as my temporary job at Saint Mary's ended at commencement. In retrospect I find it one of the pleasantest and most interesting experiences I've ever had, despite the hard work, and teaching—even teaching high school classes—is the hardest sort of work. You have to "put out" so much. As I look back on it, I see it not as a pedagogical experience, but as one in human relationships. My relations with the girls were uniformly pleasant—cordial, perhaps is a better word, as its derivation is from the Latin word meaning the heart—often agreeably provocative, frequently amusing. Every day at Saint Mary's I had my favorite audience, adolescent girls, and I enjoyed them thoroughly. . . .

"Bishop Edwin A. Penick is an especially happy speaker. I never admire him more in this rôle than during the brief good-bye which each year he says to the graduates of Saint Mary's in the chapel. . . .

"This year quoting Mazzini, the Bishop brought—to me at least—a new thought. He said that the famous Italian had said that 'tradition and conscience are the two wings of the soul in its quest for truth.' He applied this by saying that the girls had had both at Saint Mary's. One does not usually think of tradition as a wing of the soul seeking truth. The 'progressives' and the 'liberals' have done so much loud and 'advanced' talking that tradition is not in good order as part of the great quest. But why shouldn't it be—at least the best of tradition which is merely the preservation through the years of what people as sincere and as wise as we—maybe wiser—have found to be of value. However, I must say, Bishop, that this is a middle-aged quotation. I bet Mazzini was past forty when he said it. . . .

"I don't care what the denomination is, Methodist, Presbyterian, Baptist, Episcopal, I am in favor of having some preparatory schools under the church. I think they help to keep the balance in education. In general, in education now there is entirely too much emphasis on intellect and entirely too little on character. And right there you get down to what ails the world, after all no abstruse thing: There just isn't enough character in it.

"The influence which a church school has on a student is so subtle that for years it may be imperceptible. It is natural for young people to think that chapel is simply a nuisance or a bore. Lots of students at church schools feel that way. I certainly did

when I was at Saint Mary's. But the heaven is working on you in the dark, and it works, I find, for years.

"There is an inconscionable lot of hooey in the methods by which the analysis of personality is attempted these days by persons who specialize in various branches of psychology, but there is, of course, some soundness, too. For instance, it does seem to be true that the sub-conscious mind in dreams frequently expresses by means of symbols the powerful currents in its crepuscular depths. I have noticed unmistakable symbolization of this sort in my own dreams, and I have been surprised and amused at one symbol, which repeated with slight variations, unquestionably represents just one thing. In my dreams, something connected with Saint Mary's invariably stands for propriety, respectability, desirable decorum. Although I did not accept it willingly when I was a student there, this impression evidently sunk deep into my subconsciousness and has been influencing me indirectly for years.

"Although it may never come out quite as plainly in their dreams, so it is, I think, with the girls who attend the school now. Without their realization of it, the spirit of the place sinks into them and to modify their behavior for the rest of their lives. And in absorbing, largely unconsciously, the spirit of any good church school, the students gain something more important than anything they learn out of books."

From Hortense Norton Seedlock, we hear:

". . . I decided at the last minute to go to Carnegie Tech and I'm a full-fledged junior. I'm majoring in organ and it's wonderful. Thank you again for the beautiful etching. I'm homesick for Saint Mary's and without the picture, I'd be lost."

"Tootsie" Martin writes:

Dear Miss Dodd:

I'm at Randolph-Macon now and am sitting at the table with a girl that has been sent from Germany. Talking with her tonight made me think of you and all the invaluable things I learned in your class. I realize now why you took so much time in teaching us the customs of the German people, their music, and the political situation over there. They are the things I remember most clearly about the course.

. . . Randolph-Macon is a grand school, and I'm enjoying everything about it.

The following letter was received from the Scotland Neck Alumnae Chapter:

At a spring meeting of Saint Mary's Chapter at Scotland Neck, the following officers were elected: President, Mrs. N. A. Riddick; secretary, Miss Kate Parks Kitchen; treasurer, Mrs. J. D. Hall.

The Scotland Neck Chapter feels that it has the right to boast of four facts which we felt you might like to include in the *Bulletin*.

Mary Louise Riddick, the daughter of Mrs. N. A. Riddick, local president, is this year president of the student body of Saint Mary's School.

Laura Clark, Scotland Neck girl, is serving with an Episcopal Bishop in Wuhu, China. She will have been in China three years in December.

Mrs. William Gordon, of Spray, North Carolina, former Scotland Neck girl, is diocesan president of the Woman's Auxiliary of the Episcopal Church.

We believe Mrs. Isaac Smith, nee Sally Baker, is one of the oldest living alumna of Saint Mary's.

With best wishes of our chapter for a successful school year, I am
Sincerely yours,

KATE PARKS KITCHEN.

AROUND WITH OUR ALUMNÆ

Jane Toy Coolidge

The following article appeared this summer in the Merchantville, N. J., newspaper:

"National honor has come to Jane Toy Coolidge in being selected as winner of the first prize in a nation-wide short story contest sponsored by the Inner Circle of Bookfellows, at Chicago. Her story, a tale of Southern life, will be published in the Bookfellows Magazine, *The Stepladder*. While Merchantville shares in the fame as the home town of a national prize winner, friends of Mrs. Coolidge who hear of her latest achievement will suffer no surprise, for she is already known as a prize winner in story contests. She was the winner for the past two years in the contest conducted by the New Jersey Federation of Women's Clubs. She also has a local standing as a playwright. In this rôle she is better known in the South, having written several plays for the Carolina Playmakers."

Elizabeth Cooper Waddell

Mrs. William Waddell (Elizabeth Cooper) has returned home from Shanghai, bringing with her, her young son, William, Jr.

COLLEGE ADDRESSES OF OLD GIRLS

Many Saint Mary's students of last year have gone on to study in other schools. The following list gives the college addresses of these students:

Irene Abernathy.....	Lenoir-Rhyne College
Margaret Allen.....	Judson College
Clara Bond Anderson.....	Goucher College
Lucille Aycock.....	Meredith College
Clarice P. Bailey.....	Sweet Briar College
Dorothy Balsley.....	Greensboro Senior High School
Barbara Barnes.....	Duke University
Emily Battle.....	Johnston-Willis Hospital
Margaret Bellamy.....	Fairmont School
Katherine Bernhardt.....	W. C. U. N. C.
Duke Blue.....	Marjorie Webster School
Virginia Bower.....	University of North Carolina
Marian Brewer.....	University of North Carolina
Sadie Buchanan.....	Ward Belmont
Ann Burr.....	Gunston Hall
Peggy Camblos.....	Virginia Intermont
Hilda Cameron.....	Fairmont School
Nancy Campbell.....	Arlington Hall
Sarah Craig.....	W. C. U. N. C.
Olive Cruikshank.....	University of North Carolina
Barbara Davis.....	Queen's College
Frances Davis.....	Converse College
Peggy Davis.....	Rollins College
Connie Fagan.....	Adelphi College
Effie Louise Flannagan.....	New York School of Fine Applied Arts
Kathryn Fleming.....	University of North Carolina
Julia Flinn.....	University of Alabama
Betty Frazier.....	Sweet Briar College
Agnes Gregory.....	Converse College
Harriet Hall.....	Arlington Hall
Mary Louise Hall.....	Duke University
Hunt Hardinge.....	Wilson College
Dorothea Hatcher.....	University of Tennessee
Mary Taylor Hinnant.....	University of North Carolina
Jean Hodges.....	Marjorie Webster School
Mary Frances Hunter.....	University of North Carolina
Eleanor Jackson.....	University of North Carolina
Alice James.....	King Smith Studio
Ida Lambeth Jennings.....	Salem College
Nancy Jernigan.....	Duke University
Norma Jones.....	Louisburg College

Ruth Jordan.....	Arlington Hall
Elizabeth Kearns.....	W. C. U. N. C.
Janet Lawrence.....	University of North Carolina
Betsy Leary.....	W. C. U. N. C.
Marian Le Van.....	Katherine Gibbs
Ann Lytle.....	John B. Stetson University
Louise Martin.....	Randolph-Macon College
Marguerite Mathewson.....	Skidmore College
Jane Merritt.....	Greensboro College
Audrey Moore.....	Blackstone College for Girls
Rosie Muhlenbrock.....	Kent Place School
Helen McBride.....	Florida State Woman's College
Janet McConnell.....	Duke University
Camille McDaniel.....	Greenville Woman's College, S. C.
Polly Pinner.....	Hollins College
Alice Poe.....	University of North Carolina
Mary Richardson.....	University of North Carolina
Betty Scott.....	Salem College
Eugenia Scurry.....	Greenbrier College
Hortense Norton Seedlock.....	Carnegie Tech
Jessie Skinner.....	Salem College
Louisa Sloan.....	Salem College
Lillian Small.....	Goucher College
Julia Smallwood.....	W. C. U. N. C.
Frances Smith.....	Gunston Hall
Ann Somerville.....	Sweet Briar College
Roberta Stockton.....	Smith College
Virginia Teter.....	University of Miami
Connie Lee Thigpen.....	University of North Carolina
Barbara Thompson.....	Sweet Briar College
Christine Thompson.....	Arlington Hall
Beverly Vann.....	Converse College
Syble Vogle.....	Randolph-Macon College
Louise Walker.....	University of North Carolina
Frances Watkins.....	Sweet Briar College
Betty Gwyn Weaver.....	Duke University
Margaret Wells.....	Agnes Scott
Ann Wheat.....	State Teachers College
Margaret White.....	Arlington Hall
Mary Carter Whitehurst.....	W. C. U. N. C.
Katherine P. Williams.....	Mary Baldwin College
Rebecca Williams.....	Randolph-Macon College
Mary Wood Winslow.....	Smith College
Elsa Winters.....	University of North Carolina
Helen Rose Witten.....	Duke University
Virginia Worth.....	Mary Baldwin College

ATTENTION

Saint Mary's School will celebrate its centennial year in 1942. When we reach that point, it will only be natural and appropriate for us to pause and look backward over these past hundred years so filled with rich and interesting history. But for us to make our centennial the occasion we hope it to be, we must be able to present a clear picture of the school as it has lived and flourished since 1842.

There must be many interesting stories, perhaps of the stage-coach or civil war period, that you have heard your grandmother tell. Gather them together, and even if you think there is a possibility of our having heard them, send them in anyway. They will throw new light on the old story. Any pictures, diaries, or letters will be more than welcomed. It is our plan to present in each issue of *The Bulletin*, some sketch or story connected with the history.

So let's all clean out the family desks and make a trip to the attic to dig around. Then, with your help, when the centennial year is upon us, we will be able to offer as a permanent record an accurate and interesting account of the history that now exists only in scattered form.

MISS SHAW'S HOUSE BURNS

Alumnæ sympathize with Miss Easdale Shaw in the recent loss of her beautiful *ante bellum* house through fire. The fire occurred when workmen were burning out some wasp nests.

GUESTS DURING THE FALL

Adelaide Winslow, '36, Rocky Mount, N. C.
Mary Wood Winslow, '37, Rocky Mount, N. C.
Polly Easley, '36, Rocky Mount, N. C.
Florence Spruill, '35, Rocky Mount, N. C.
Etta Burt Warren, '34, Trenton, N. C.
Connie Lee Thigpen, '37, Rocky Mount, N. C.
Rosalie McNeill, '35, Lumberton, N. C.
Frances Roberts, '36, New Bern, N. C.
Dotty Sparks, Wilmington, N. C.
Mrs. W. A. Goodson, Winston-Salem, N. C.
Georgia Goodson, Winston-Salem, N. C.
Mrs. Pem. Nash, Tarboro, N. C.
Claudine Snyder, Rocky Mount, N. C.
Ruth Daniel, Rocky Mount, N. C.

Nancy Crow, '35, Houston, Texas.
Nancy Clark, '35, Tarboro, N. C.
Virginia Bower, '37, Lexington, N. C.
Kathryn Fleming, '37, Wilson, N. C.
Cleve Wharton, '35, Winston-Salem, N. C.
Eleanor Jackson, '37, Charlotte, N. C.
Frances Bradley, '34, Rocky Mount, N. C.
Mrs. W. E. Spruill, Rocky Mount, N. C.
Alice James, Wilmington, N. C.
Addie Huske, Fayetteville, N. C.
Carabele Stewart, Savannah, Ga.
Mrs. Leland Miller, nee Emma Bouknight, Richmond, Va.
Mrs. Fitzhugh Lee, Scott's Hill, N. C.
Mrs. H. E. Scrope Vines, Poplar Hollow Farm, Saluda, N. C. Mrs. Vines was the former Wilmer Stone, and has had two sisters to teach at Saint Mary's; Imogen Stone, who taught English, and is now at Sophie Newcomb, and Ophelia Stone, former Academic head at Saint Mary's, who is now at the University of Louisiana.

ENGAGEMENTS

Hannah Hagans Knowlton, of Charlotte, to Rev. Thomas H. Wright, of Lexington, Va. The wedding will take place the first of December.

Myrtle Fuller Ward, of Tarboro, to James Augustus Westbrook, of Raleigh. The wedding will take place this fall.

Jane Barnhardt Toms, of Salisbury, to John Boddie Crudup, of Atlanta, Ga.

Virginia Montague Evans to Captain Lewis Burwell Fuller. The wedding will take place in November.

MARRIAGES

Sarah Harris Brown, of Garysburg, to Robert Whiting Jennette, of Raleigh, on Friday, July second, at Broad Street Methodist Church, Richmond, Va. Mr. and Mrs. Jennette are making their home in Raleigh.

Mary Ruffin Hill to William Sidney Prevost, on Friday, July thirtieth, at Canton, North Carolina. Mr. and Mrs. Hill are making their home in Hazelwood, North Carolina.

Margaret Carlton to Edward Carr Atkinson, Jr., on Saturday, August twenty-first, in Saint Marks Episcopal Church in Roxboro.

Hortense Orcutt Norton to Robert Francis Seedlock, on Wednesday, September first, at seven o'clock in the Cathedral of Saint John the Baptist, Savannah, Ga. The Seedlocks are now living in Pittsburg. Mrs. Seedlock is majoring in organ at Carnegie Tech.

Elizabeth Leach Grady to William Clark Wallin on Saturday, September fourth, in Saint Mary's Chapel. Mrs. Grady had as her only attendant, Mrs. Leonard Hammond, nee Mary Ann Bent, a former Saint Mary's student. The Wallins are living in Raleigh.

Annie Mae Banks, of Raleigh, to John Andrews on September fourteenth in the Junior Chapel of Edenton Street Methodist Church, Raleigh, N. C. Mr. and Mrs. Andrews are now in Minneapolis, Minn., where Mrs. Andrews is studying art and Mr. Andrews is doing graduate work in Public Health Service at the University of Minn.

Jane Snyder, of Wilmington, N. C., to Marsden Bellamy, Jr., of Wilmington, N. C., twenty-fourth of July, at Saint James Church, Wilmington. Mr. and Mrs. Bellamy are making their home in Wilmington.

Mildred Berkeley to Arthur Jordan Hall, on July twenty-fourth at five o'clock in the Church of the Good Shepherd, Norfolk, Virginia.

Frances Dean Reed to Robert Lindsey Mitchell on September twenty-fourth at eight-thirty in the First Presbyterian Church, Charleston, West Virginia. Mrs. Mitchell had among her attendants two classmates, Nancy Seeman, of Durham, N. C., and Jane Ivey, of Concord, N. C. The Mitchell's are making their home in Charleston, West Virginia.

Mary Capers Beddoes to Elmore Barnes on October the ninth in Raleigh, N. C.

Mabel Adele Downey, of Nashville, N. C., to Julian D. Maynard on October fourteenth in the Methodist Episcopal Church, Nashville, N. C. The Maynards are living in Raleigh.

Elizabeth Stacey Wade, of Raleigh, N. C., to Mr. James Samuel Smitherman, of Troy, N. C., on October sixteenth in Edenton Street Methodist Church, Raleigh, N. C. The Smitherman's will make their home in Troy, North Carolina.

Rebeckah Hamlyn Morris to Ellis Elmore Page on October nineteenth in Saint Paul's Episcopal Church, Clinton, N. C. The Pages will make their home in Lumberton, N. C.

Martha Elizabeth Metcalf, of Raleigh, to Charles T. Brooks on October twenty-sixth at the home of her mother. The Brooks are living in Newport News, Va.

Elizabeth Fleet Morton to Harry Douglas Forsyth on October thirtieth in the First Presbyterian Church in Lynchburg. The Forsyths will live in Lynchburg, Va.

Arabel Cox, of Washington, D. C., to Murray Borden, Jr., of Goldsboro, N. C., on October thirtieth at Saint John's Church in Washington, D. C. Among the attendants were Cheshire Cox, Hattie Lee Borden, Mary Howard, and Elizabeth Skinner, all of whom attended Saint Mary's.

Ann Katherine Simon, of Wilmington, N. C., to Charles R. Register on October twenty-eighth at Wilmington, N. C.

Rebecca Coppersmith to Thomas Wilson Williams on October thirtieth at Elizabeth City, N. C. The Williams will live in Elizabeth City, North Carolina.

BIRTHS

Mr. and Mrs. William Johnson, of Raleigh, N. C., announce the birth of a daughter on October the sixth, 1937. Mrs. Johnson was Lois Frazelle, of Raleigh.

Mr. and Mrs. J. W. C. Entwistle, of Rockingham, N. C., announce the birth of a son. Mrs. Entwistle was Frances Everett, of Rockingham.

SAINT MARY'S SCHOOL AND JUNIOR COLLEGE

RALEIGH, NORTH CAROLINA



CATALOGUE NUMBER

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SAINT MARY'S SCHOOL AND JUNIOR COLLEGE

Calendar For 1938-39

97th Annual Session

1938

September 12, Monday.....	Faculty assembly ; Registration and Classification of Day Students.
September 13, Tuesday.....	New Resident Students report
September 14, Wednesday..	Returning Resident Students report ; Registration and Classification of Resident Students ; Placement Tests for New Students.
September 15, Thursday.....	Opening Service of Advent Term.
November 1, Tuesday.....	All Saints : Founders' Day
November 24, Thursday.....	Thanksgiving Day
December 17, Saturday.....	Christmas Recess begins.

1939

January 2, Monday.....	Resident Students report.
January 30, Monday.....	Easter Term begins.
February 22, Wednesday.....	Ash Wednesday—Lent begins.
March 15, Wednesday.....	Spring Recess begins.
March 21, Tuesday.....	Spring Recess ends, 9:45 P.M.
April 7, Friday.....	Good Friday.
April 9, Sunday.....	Easter Day.
May 13, Saturday.....	Alumnæ Day.
May 27-30.....	Commencement Season.

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(Until 1938)

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SAINT MARY'S SCHOOL

Officers

Session 1937-38

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(B.S. Columbia University, 1911; A.M. Duke University, 1937)	
REV. HENRY F. KLOMAN.....	Chaplain
MR. ALBERT W. TUCKER.....	Secretary and Business Manager
(S.B. Massachusetts Institute of Technology, 1899)	
MRS. FRANK NASH.....	Librarian
MRS. HARLAN C. BROWN.....	Assistant Librarian
(A.M. Middleburg College, Vt.)	
MRS. NANNIE H. MARRIOTT.....	Dietitian
MISS BESSIE BROWN.....	Assistant Housekeeper
MRS. L. B. NAYLOR.....	Matron of the Infirmary
(R.N. Park View Sanitarium, Atlanta, Ga., 1903)	
DR. H. B. HAYWOOD, JR.....	School Physician
MISS KATE SPRUILL.....	Alumnæ Secretary
(A.B. Hollins, 1937)	
MISS JULIET B. SUTTON.....	Secretary
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MRS. CRUIKSHANK AND MR. TUCKER

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MISS BASON, MISS HARRIS, MRS. PARTRICK

School Entertainment

MISS DAVIS, MR. JONES, MISS SCOTT

Library

MRS. NASH, MRS. BROWN, MISS DODD, MISS LALOR, MR. MOORE

School Marshals

MR. GUESS AND MISS HARVEY

Publicity

MISS SPRUILL, MR. JONES, MISS DAVIS, MR. TUCKER

Chapel

MR. GUESS, MISS BASON, AND MISS DIGGES

Academic Standards

MISS LINEBERRY, MR. MOORE, MISS MORRISON

SAINT MARY'S SCHOOL

Faculty and Officers

1937-38

MRS. ERNEST CRUIKSHANK.....	President
REV. HENRY F. KLOMAN.....	Chaplain
MR. ALBERT W. TUCKER.....	Secretary and Business Manager

The Academic Department

ANNA BROOKE ALLAN.....	Preparatory English
(Graduate of Saint Mary's, 1935; B.A. Smith College, 1937; Saint Mary's, 1937—)	
SALLY DIGGES.....	Spanish and French
(A.B. University of Virginia, 1928; A.M. University of Virginia, 1929; Summer School at University of California, 1930; Certificate from Alliance Francaise in Paris, 1934. Teacher of French, Spanish, and English in Natrona County High School, Casper, Wyoming, 1929-1935; Saint Mary's, 1935—)	
MARY HELEN DODD.....	Physics, Chemistry and German
(A.B. Tufts College; A.M. Columbia University; resident work for Ph.D. done at Columbia University. Graduate study at Massachusetts Institute of Technology. Hospital laboratory technician experience. Teacher, Vail-Deane School for Girls, Elizabeth, N. J., 1926-27; Stoneleigh-Prospect Hill School, Greenfield, Mass., 1927-1929; Knox School, Cooperstown, N. Y., 1929-31; Emma Williard School, Troy, N. Y., 1931-32; Saint Mary's, 1932—)	
WILLIAM C. GUESS.....	History and Social Sciences
(A.B. University of North Carolina, 1911; M.A. Johns Hopkins University, 1926; Professor of History and Economics, Guilford College, 1917-1918; U.S.N., 1918; Acting Professor of History, Northeastern State Normal, Oklahoma, 1919; Professor of History, Trinity University, Texas, 1919-1925; Professor of History, Baltimore City College, 1926-1928; Saint Mary's, 1928—)	
REBECCA HARVEY.....	Physical Education
(B.S. in Education from Boston University Sargent College of Physical Education, 1934. Director of Women's Physical Education and Instructor in Physiology and Hygiene, Lynchburg College, Lynchburg, Va., 1934-37; Instructor at Sargent College Camp, 1935; Saint Mary's, 1937—)	
MARTHA DABNEY JONES.....	English
(Graduate of Saint Mary's, 1926; B.A. Sweet Briar College, 1929; M.A. University of North Carolina, 1935; Student (education) University of Virginia, summer sessions 1929 and 1935; Teacher Kempville High School, Norfolk, Va., 1929-31; Teacher The Hannah More Academy, Reisterstown, Md., 1935-37; Saint Mary's, 1937—)	
THE REV. HENRY FELIX KLOMAN.....	Bible
(Virginia Theological Seminary. Saint Mary's, 1935—)	
MARJORIE J. LALOR.....	Biology and Hygiene
(A.B. Goucher College, 1924; Summer Sessions, Columbia University and North Carolina State College; Substitute teaching, Baltimore County High Schools, 1922-1923. Teacher, Peace Institute, 1924-1929; Saint Mary's, 1929—)	
NELL BATTLE LEWIS.....	English and History
(Graduate of Saint Mary's, 1911; A.B. Smith College, 1917. Teacher, Saint Mary's, 1937—)	
ANNIE RUTH LINEBERRY.....	Mathematics
(A.B. Meredith College, 1923; M.A. Columbia University, 1925; Boiling Springs High School, 1923-1924; Agnes Scott College, 1925-1926; Hardin College, Mexico, Mo., 1926-1927; Saint Mary's, 1927—)	

- CHARLES ALBERT PETIGRU MOORE**.....English
(A.B. University of North Carolina, 1927; A.M. University of North Carolina, 1937; Assistant Professor of English, The Citadel, 1931; Instructor in English, University of North Carolina, 1932; Head, English Department, Rutherford College, 1933-35; Saint Mary's, 1935—)
- MABEL MARGARET MORRISON**.....Latin and Philosophy
(A.B. Dalhousie University, 1922; M.A. Dalhousie University, 1923; M.A. University of Toronto, 1925; Ph.D. University of Toronto, 1928; Teacher Halifax Public Schools, 1923-1924; Saint Mary's, 1929—)
- WATSON K. PARTRICK**.....Math and Latin
(A.B. University of North Carolina, 1913. Head of Math Department, Salem College, 1913-1918; Teacher, Saint Mary's, 1936—)
- AMELIA EVELYN VINCELLA**.....Physical Education
(Graduate Bouve Boston School of Physical Education, 1936; Dance course with Pauline Chellis, 1934-1936. Teacher, Saint Mary's, 1936—)
- MARY LYDIA WEISE**.....French
(A.B. Vanderbilt University, 1926; M.A. Vanderbilt University, 1927; Instructor in French and Spanish; Middle Tennessee State Teachers' College, Murfreesboro, Tennessee, 1927-28; Teacher of French, Peabody Demonstration School, Nashville, Tennessee, 1928-31; Graduate Study University of Pennsylvania, 1931-32; Saint Mary's, 1932—)

Art Department

- CAROLINE ESTELLE HARRIS**..... Art, History of Art
(Bachelor of Design, H. Sophie Newcomb Memorial College, 1929; post graduate work in Commercial Art. Teacher, Columbia Institute, 1930-32; Huntingdon College, 1932-34; Saint Mary's, 1934—)

Business Department

- MARIANNE WIDENER CASPER**.....Commercial Subjects
(B.A. Western Kentucky Teachers College, Bowling Green, Ky., 1930; B.A. in Commerce, College of Commerce, Bowling Green, Ky., 1932; Teacher Western Kentucky Teachers College, 1930; Saint Mary's School for Girls, Dallas, Texas, 1931; College of Commerce, Bowling Green, Ky., 1932; Elizabeth City, N. C., High School, 1933; Agricultural High School, Kossuth, Miss., 1934; Needham Broughton High School, Raleigh, 1934-36; Hoyle's Secretarial School, Raleigh, 1936; Saint Mary's, 1937—)
- ELIZABETH GORDON TUCKER**.....Bookkeeping
(Saint Mary's School, 1921; Teacher Columbia Institute, 1926-32; Saint Mary's, 1932—)

Expression Department

- FLORENCE C. DAVIS, Director**.....Expression, Dramatic Art
(B.O. Emerson College, Boston, 1906; Elmira College, N. Y.; Posse Gymnasium, Boston; Pupil of Edith Herrick, Boston, summers 1911-1913-1914-1917-1926 (Leland Powers Method); private studio, Elmira; substitute teacher, Miss Metcalf's School, Tarrytown, 1908; Teacher, Reidsville Seminary, N. C., 1909-1911; Director of Playgrounds, Elmira Community Service, Elmira, N. Y., summers 1921-1930; Director of Expression, Saint Mary's, 1911—)

Home Economics Department

ELIZABETH BASON.....Domestic Science, Domestic Art

(A.B. Flora Macdonald; A.M. Columbia University, 1934; Diploma in Domestic Art from Teachers' College, Columbia University and graduate of the Foods and Cookery Department of Teachers' College; student in summer session at Chicago University, California University, Columbia University; Head of Home Economics, La Grange College, La Grange, Ga., 1918-1920; Saint Mary's School; Raleigh, 1920-1921; La Grange College, 1921-1923; Chicora College, Columbia, S. C., 1923-1924; Saint Mary's, 1924—)

Music Department

WILLIAM H. JONES. A.A.G.O., *Director*,...Piano, Organ, Voice, Theory

(A.B. Trinity College, N. C.; Pupil in Berlin of Wilhelm Berger and Schirner in Piano, of Fraulein Anderson in Voice, and of Clemens in Organ. Director of Music, Hampton College, and private teacher in Norfolk, 1900-1918; Organist and Choirmaster in old St. Paul's, in St. Luke's and in the First Presbyterian Church, Norfolk, 1900-1908; Y. M. C. A. Secretary overseas, 1918-1919; Saint Mary's, 1919—)

DOROTHY PETERSON ALDEN.....Violin

(B.M. Oberlin Conservatory of Music, Oberlin, Ohio; Pupil of Maurice Kessler; Theory with Arthur E. Heacox. Violin Instructor at Peace Junior College and Saint Mary's, 1936—)

MARY RUTH HAIG.....Piano and Theory

(De Pauw University School of Music, 1930-31. Graduate in piano, student of James Friskin, Juilliard Institute of Musical Art, 1932. B.S. in Music Education, Teachers' College, Columbia University, 1934. Supervisor of music, Cornwall on Hudson, New York, 1935-1936. Juilliard Summer School, student of Sascha Gorodnitzki, 1937. Saint Mary's, 1937—)

RUTH HOLMES SCOTT.....Piano, History of Music

(Mus. B. Syracuse University, 1925; Summer Sessions Syracuse University, Columbia University; Graduate Study Eastman School of Music; Pupil in Piano of Henry Kaspar, Washington, D. C., 1926-1928; in Organ of Ralph Kinder, Philadelphia, 1932-33. Accompanist National Park Seminary, Forest Glen, Md., 1926-28; Director of Music, Saint Mary's Hall, Burlington, N. J., 1928-1937; Saint Mary's, 1937—)

KATHERINE STUART.....Voice

(Smith College, B.A., 1935; pupil of Mabel Garrison. Summer study with Mabel Garrison, Nice, France, 1935. Graduate in voice, pupil of Paul Reimers, Juilliard Institute of Musical Art, 1937. Saint Mary's, 1937—)

The Library

MRS. FRANK NASH.....Librarian

(Graduate North Carolina College for Women; Graduate, Library Training School of Carnegie Library of Atlanta; Assistant Librarian University of North Carolina, 1907-1917; Librarian at Sweet Briar College, 1918-1920; Saint Mary's, 1927—)

MRS. HARLAN C. BROWN.....Assistant Librarian

(A.B. and M.A. Middlebury College, Vermont; Graduate study Universidad de Mexico, Mexico, D.F.; A.B. in L.S. and one summer of graduate study at University of Michigan, School of Library Science. Teacher of Spanish, High School, Freeport, N. Y., two years; Instructor Instituto Normal para Srtas. and in Colegio Howard, Puebla, Pue., Mexico, two years; Worked under library organizer, Howard Whittemore Memorial Library, Naugatuck, Connecticut, one year; Librarian Russell Sage College Library, Troy, N. Y., 1931-1937; Saint Mary's, 1937—)

FOREWORD

In this foreword it is the purpose to make clear to those who are interested some of the special advantages and characteristics of Saint Mary's: its well-earned prestige; its scholarship; its care for the health and well-being of the students; and its influence on character building.

Saint Mary's has completed its ninety-sixth continuous year. Since 1897 it has been the property of the Episcopal Church in the two Carolinas. It is the largest boarding school for young women maintained by the Episcopal Church in the United States, and is also one of the oldest. The love and respect of former students bring yearly many of their daughters, granddaughters, and in a few instances their great-granddaughters, to their old school, and the devotion to Saint Mary's ideals has potent influence now as at all times in its long history.

On the side of the educational work accomplished, Saint Mary's prepares students for admission to Women's Colleges of the highest standard, and gives two years of Grade A College work in its Junior and Senior classes. Its curriculum affords a complete and well-rounded education for that large number of young women who desire to do advanced work but who do not care to take a full college course.

Attention to the health of the students is of supreme importance at Saint Mary's. It is the constant aim of all those in authority so to guard the girls as to prevent illness. The school has a modern infirmary with a matron, who is a graduate nurse, always in charge; a doctor makes daily visits and is subject to call at any time; a director of physical training examines each student, recommends such exercise as is needed in each individual case, and supervises all indoor and outdoor exercises and games with a view to proper and suitable physical development.

Sanitary conditions are in every way of the best. The city water is of excellent quality. Vaccination against typhoid fever, smallpox, and other contagious diseases is urgently requested of every student before entrance. Parents are at once informed of any outbreak of disease. Intelligent attention to all these matters for many years has resulted in a remarkable freedom from epidemic of any kind.

Equal care is given to the safety of the students. No fire of any kind is used in the buildings occupied by students, except in the use of gas by the Home Economics Department and in the kitchenettes in the new Senior-Junior Hall. The fires for cooking and heating are in distant, separated buildings. Each building is equipped with fire extinguishers and fire escapes. In the main buildings there are two standpipes with continuous water pressure, hose long enough to reach to the farthest point, and with connection for the City Fire Department hose.

Saint Mary's has well-won traditions for the refined and lady-like bearing of its students, a reputation which it is the privilege of the teachers of the present day to maintain. One of the first lessons that is learned by the new student is the fact that there are certain things which a Saint Mary's girl may or may not do. The most impressive fact in the life of the school is the emphasis placed on the spiritual side, the development of high-minded, good women. No building at Saint Mary's endears itself quite so much to the girls as the Chapel, where for so many years the girls have met daily for prayer, receiving unconsciously, perhaps, those aspirations for a higher, nobler life which result in developing and perfecting true womanhood.

SAINT MARY'S SCHOOL

History and Description

Saint Mary's School was founded May 12th, 1842, by the Rev. Aldert Smedes, D.D. It was established as a church school for girls and was for thirty-six years the chosen work of the founder, of whose life work Bishop Atkinson said: "It is my deliberate judgment that Dr. Smedes accomplished more for the advancement of this Diocese (North Carolina), and for the promotion of the best interests of society in its limits, than any other man who ever lived in it."

The present location was first set apart as the site for an Episcopal school in 1832, when influential churchmen, carrying out a plan proposed by Bishop Ives, purchased the present "Grove" as a part of a tract of 160 acres, to be used in establishing a Church school for boys. First the East Rock House, then West Rock House and the Main Building now called Smedes' Hall, after the founder, were built for use in this boys' school. But the school, though it started out with great promise, proved unsuccessful and was closed; and the property passed back into private hands.

Dr. Aldert Smedes, a New Yorker by birth and education, had given up parish work on account of a weak throat, and was conducting a successful girls' school in New York City when in 1842 Bishop Ives met him and laid before him the opportunity in his North Carolina diocese. The milder climate attracted Dr. Smedes; he determined on the effort; came to Raleigh with a corps of teachers; gave Saint Mary's her name, and threw open her doors in May, 1842.

From the first the school was a success, and for the remainder of his life Dr. Smedes allowed nothing to interrupt the work he had undertaken. During the years of the War

between the States, Saint Mary's was at the same time school and refuge for those driven from their homes. It is a tradition of which her daughters are proud, that during those years of struggle her doors were ever open, and that at one time the family of the beloved President of the Confederacy was sheltered within her walls.

On April 25, 1877, Dr. Smedes died, leaving Saint Mary's to the care of his son, Rev. Dr. Bennett Smedes, who had been during his father's lifetime a teacher in the school. This trust was regarded as sacred, and for twenty-two years, in which he spared neither pains nor expense, Dr. Bennett Smedes carried on his father's work for education.

During this eventful half-century, Saint Mary's was in the truest sense a Church school, but it was a private enterprise. The work and the responsibility were dependent upon the energy of the Drs. Smedes. Permanence required that the school should have a corporate existence and be established on a surer foundation as a power for good, and in 1897 Dr. Bennett Smedes proposed to the Diocese of North Carolina that the Church should take charge of the school.

The offer was accepted; the Church assumed responsibility, appointed Trustees, purchased the school equipment from Dr. Smedes and the real property from Mr. Cameron; and in the fall of 1897 a charter was granted by the General Assembly.

By this act of the Assembly, and its later amendments, the present corporation—The Trustees of Saint Mary's School—consisting of the Bishops of the Church in the Carolinas, and clerical and lay trustees from each diocese or district, was created.

The Board of Trustees, by the terms of the charter, is empowered "to receive and hold lands of any value which may be granted, sold, devised or otherwise conveyed to said corporation, and shall also be capable in law to take, receive and possess all moneys, goods and chattels of any value and to any amount which may be given, sold or bequeathed to or for said corporation."

The Church was without funds for the purchase of the school property, and the Trustees undertook a heavy debt in buying it, but the existence of this debt only slightly retarded the improvements which were made from year to year in the school buildings and equipment, and in May, 1906, this purchase debt was lifted and the School became the unencumbered property of the Church in the Carolinas.

Under this ownership there have been great improvements in new equipment and new buildings, made possible largely by the legacy of Miss Eleanor Clement, a former teacher, and by donations for those purposes.

Dr. Bennett Smedes, who had long wished for the disposition of Saint Mary's that was actually effected, continued as Rector after the Church assumed charge, until his death on February 22, 1899. He was succeeded by the Rev. Theodore Du Bose Bratton, Rector of the Church of the Advent, Spartanburg, S. C., who administered the affairs of the School very successfully until he entered upon his duties as Bishop of Mississippi in the autumn of 1903, when Rev. McNeely Du Bose, Rector of Trinity Church, Asheville, N. C., became Rector. Under his devoted and loving care the School continued its usefulness for four years until his resignation in 1907, when Rev. George W. Lay, of St. Paul's School, Concord, N. H., took charge. His aggressive and active management for eleven years added greatly to the success of the School. In 1918 Dr. Lay was succeeded by the Rev. Warren W. Way, formerly Rector of St. Luke's Church, Salisbury, North Carolina. During Dr. Way's administration, the school had a most successful period of growth. Dr. Way resigned in 1932 to resume parish work, and the present President, Mrs. Ernest Cruikshank, an alumna of the school, graduate of Columbia University, and former teacher at Saint Mary's, assumed the management of the school at the beginning of the school year 1932-'33.

Educational Position

During the life of the founder, Saint Mary's was a high-class school for the general education of girls, the training being regulated by the needs and exigencies of the times. Pupils finished their training without "graduating." In 1879, under the second Rector, set courses were established, covering college preparatory work, without sacrificing the special features for which the School stood, and in May, 1879, the first class was regularly graduated.

By the provisions of the charter of 1897, the Faculty of Saint Mary's, "with the advice and consent of the Board of Trustees, shall have the power to confer all such degrees and marks of distinction as are usually conferred by colleges and universities," and at the annual meeting in May, 1900, the Trustees determined to establish the "College." This "College Course" at Saint Mary's covers the third and fourth years of High School, followed by two years of college work. Graduates of High Schools may complete the course in two or three years. All academic work is accredited by the Southern Association of Colleges and Secondary Schools.

The Junior and Senior courses are especially designed to give an advanced and well-rounded course to High School graduates and to those students who prefer to do the first two years of college work in the surroundings of a smaller institution. The Academic work is supplemented, for those who desire it, by courses in Music, Art, Home Economics, Expression, and Business, *without additional tuition charges*.

The organization, requirements and courses of each of these departments are described at length in this catalogue.

A graduate of Saint Mary's receives a diploma; but no degree has ever been conferred, although that power is specified in the charter.

Location

Raleigh, the capital of North Carolina, is very accessible. The Southern, the Seaboard Air Line and the Norfolk Southern railroads give access to points in all directions, with

through Pullman service—for example, to New York, Philadelphia, Washington, Richmond, Norfolk, Asheville, Atlanta, Jacksonville and Savannah. Raleigh is especially well situated for all points in Florida, Georgia, the Carolinas, Virginia, and the Eastern Shore of Maryland and Delaware.

Raleigh is situated on the eastern border of the elevated Piedmont belt, while a few miles to the east the broad level lands of the Atlantic Coast plain stretch out to the ocean. The city thus enjoys the double advantage of an elevation sufficient to insure a light, dry atmosphere and perfect drainage, and proximity to the ocean sufficiently close to temper very perceptibly the severity of the winter.

Campus, Buildings and General Equipment

Saint Mary's is situated on one of the highest elevations in the city, about a half-mile due west of the Capitol, surrounded by its twenty-acre grove of oak and pine, with a frontage of fourteen hundred feet on one of the most beautiful residential streets. The site is all that can be desired for convenience, health and beauty. The campus contains almost a mile of walks and driveways, with tennis courts and basketball grounds for out-of-door exercise.

The Buildings

The buildings are fourteen in number, conveniently grouped and connected by covered ways in such a way that a student is always protected from the weather. They are heated by steam, lighted by electricity, and abundantly provided with fire escapes, fire extinguishers, and fire hose for fire protection. The central group of buildings is formed by the main building, remodeled in the summer of 1919 and now called *Smedes Hall*, and two *Wings, East and West*, all three of brick, three and a half stories high. On the ground floor of *Smedes Hall* are the rooms of the Home Economics Department, and recitation rooms; on the first floor, the spacious parlor with its handsome portraits, and the study

hall; on the second floor are rooms for students and teachers, and the telephone offices for students. The remainder of the building is devoted to rooms for students. East and West Wings have class rooms on the ground floor and students' rooms on the other floors. All students' rooms in all dormitory buildings are furnished with single beds, and have individual clothes closets. Trunks are stored in special trunk rooms. There are bathrooms on each floor.

The *East* and *West Rock* buildings, of stone, are connected with the central group by covered ways. East Rock has the business offices, the offices of the President and the Business Manager, the Post Office and the Teachers' Sitting Room on the ground floor, and students' rooms on the second floor. West Rock contains rooms for students and faculty and the *alumnæ* quarters.

Holt Memorial Hall, given in memory of Margaret Locke Erwin Holt (Mrs. Lawrence S. Holt), of Burlington, North Carolina, was completed in the summer of 1928. This is a three-story brick building of fireproof construction, conforming in style to the other buildings of the main group. It is used as a Senior-Junior Hall and has rooms for three teachers and fifty students. Every room has running water and each floor has its kitchenette. A living room on the ground floor provides a social center for the students living in this hall.

Clement Hall, built from funds bequeathed by a former teacher, Miss Eleanor Clement, is a large brick building, forming one side of a proposed quadrangle back of Smedes Hall, with which it is connected by a covered way. On the ground floor is the Gymnasium, 50 by 90 feet; from which opens the indoor swimming pool, with 20 by 50 foot tiled pool, water heated and purified by the use of the violet ray; dressing and shower rooms are connected. On the floor above is the spacious, airy dining hall, capable of seating comfortably three hundred people, with serving room, dietitian's office, kitchen and store rooms at the rear.

The *Art Building*, a two-story brick building of Gothic design, has the Library and class rooms on the ground floor, and the spacious, well-lighted Art Studio, 26 by 64 feet, and the Science Laboratories on the second floor.

The *Eliza Battle Pittman Memorial Auditorium*, seating 600, immediately east of the Art Building, was in large part provided through a bequest in the will of Mrs. Mary Eliza Pittman, of Tarboro, and is in memory of her daughter, formerly a student of Saint Mary's.

The *Music Building*, built in the summer of 1937, is located east of Clement Hall. This attractive and well planned building provides ample facilities for an enlarged music faculty and an increased number of students in the music school. It contains three teachers' studios, each with grand piano, and fifteen practice rooms, each with upright piano. The use of this building does not disturb academic classes.

The *Chapel*, designed by Upjohn, built in the early days of the School, and entirely rebuilt in 1905 through the efforts of the Alumnæ, is cruciform in shape, and has over three hundred sittings. In it the services of the Church are held daily. It is furnished with a Hall organ of three manuals and seventeen stops, installed in 1926.

The *Infirmery*, built in 1903, and renovated in 1928, is the general hospital for ordinary cases of sickness. It contains two large wards, two private wards, two bathrooms, a consultation room, pantry, and rooms for the Matron. The *Annex*, a separate building, provides facilities for isolation in case of contagious disease.

The *Boiler House* and *Laundry*, a separate building of several units apart from the other buildings, contains the boiler room, the hot water plant, and the well-equipped steam laundry. The steam heating system of the School was entirely renovated in the summer of 1919.

The *Rectory* of Saint Mary's was built in 1900 upon a beautiful site on the west side of the campus, and is occupied by the President's family. The *Cottage*, home of the Busi-

ness Manager's family, is located to the east of the other buildings in the rear of the Auditorium. *Old Senior Hall* has been remodeled and furnished as a home for the Chaplain and his family.

On the east side of the grove, entirely independent of the School, is the episcopal residence of the Diocese of North Carolina, "Ravenscroft."

The Life at Saint Mary's

The aim of Saint Mary's is to make the daily life of the students that of a well-regulated Christian household. The effort is to direct the physical, intellectual and moral development of the individual with all the care that love for young people and wisdom in controlling them render possible.

The students are distributed, partly in accordance with age and classification, among the twelve halls. Nearly all of the rooms are rooms for two, but there are a few single rooms, and some rooms for three.

Each Hall is presided over by a teacher who acts as Supervisor. These teachers have special opportunities for correcting the faults and for training the character of the students under their charge, and these opportunities have been used with marked results.

The school hours are spent in recitation, in music practice, or in study in the Study Hall or Library. Students who attain in work and conduct a required standard are allowed to study in their rooms.

Recreation Periods

The latter part of the afternoon is free for recreation and exercise, and the students are encouraged to be as much as possible in the open air, and are also required to take some definite exercise daily. In addition to this exercise, each student is required to take definite class instruction and practice in Physical Training twice a week from the Physical Director. Individual work is provided for those who require some special treatment or correctives.

A half-hour of recreation is enjoyed by the students before the evening study period, when they gather in the roomy Parlor, with its associations and fine collection of old paintings, to enjoy dancing and other social diversions.

The Library

The Library, housed on the first floor of the Art Building, is the center of the intellectual life of the school. It numbers 7,000 volumes, contains a clipping, pamphlet, and picture collection, and subscribes to 4 newspapers and 50 periodicals, 15 of which are bound. The books are classified according to the Dewey Decimal system. Students have free access to the entire collection, which is arranged on open shelves.

The Library is open from 8:30 a.m. until 9:45 p.m. on week-days, and on Sundays from 2 until 9:45 p.m. A trained librarian is in attendance from 8:30 until 4:30 on week-days and several evenings a week. In warm weather the Open-Air Reading Room under the trees is enjoyed by both students and faculty.

Two professionally trained librarians and five student assistants are available to render service. During the first semester a series of lectures on the use of the library and principal reference works is given to all students.

In 1937 the Library was the fortunate recipient of a grant of \$4,500 from the Carnegie Corporation for the purchase of additional books.

Saint Mary's students also have access to the North Carolina State Library, containing 70,000 volumes, and the Olivia Raney Library, of 30,000 volumes. Through inter-library loan it is possible for them to secure additional material from the University of North Carolina Library at Chapel Hill.

Chapel Services

The Chapel is the soul of Saint Mary's, and teachers and students gather there on a common footing daily. During the session the religious exercises are conducted very much as

in any well-ordered congregation. The organ music adds greatly to the beauty of the services, some of which are choral. As Saint Mary's is distinctly a Church school, all students attend the morning services held in the Chapel on regular school days. Resident students attend all Chapel services.

Bible Study

All students except seniors are required to take a course in Bible study covering one hour a week. There are five courses designed to cover the Old and New Testaments and fitted to the needs and ability of the varying groups. The instruction is partly by lecture and partly by textbook, using the Bible as basis with maps, dictionary and references.

All seniors are required to take the full credit course covering six semester hours.

Care of Health

Whenever a student is so indisposed as to be unable to attend to her duties or to go to the dining hall, she is required to go to the Infirmary, where she is removed from the noise of the student life and may receive special attention away from contact with the other students. The matron of the Infirmary has general care of the health of the students and endeavors to win them by personal influence to such habits of life as will prevent breakdowns and help them overcome any tendency to sickness.

The employment of a School Physician enables the School to keep very close supervision over the health of the students. The ordinary attendance of the physician and such small doses as students need from time to time are included in the general charge. This arrangement leaves the School free to call in the Physician, at any time, and thus in many cases to use preventive measures, when under other circumstances unwillingness to send for the doctor might cause delay and result in more serious illness. The general health of the School for many years past has been remarkable.

Physical Education

Every effort has been made at Saint Mary's to secure the best physical development and the highest grade of physical health.

The Physical Director devotes herself entirely to Physical Education and is thoroughly prepared to get good results from this department of the school life.

The Gymnasium is well equipped, and the Physical Exercises varied. The exercises, when possible, are taken out of doors, but some of them are conducted in the gymnasium for the purpose of exercise in special lines suited to each individual student.

Recreation Room

The recreation room is designed for the interest and pleasure of the students. It is equipped with bridge tables, a regulation size ping pong table and an electric victrola for dancing. The room is attractively furnished and is entirely in charge of a student group—the social committee—under the guidance of one faculty advisor, who is chosen by the group.

This room is especially popular on Saturday nights when the students may entertain their callers at that time.

THE SCHOOL WORK

The School Year is divided into two terms of seventeen and one-half school weeks each. Each term is again divided into two "quarters." This division is made to assist in grading the progress of the student. Reports are sent home each quarter.

It is required that each student shall be present *at the beginning* of the session, and that her attendance shall be regular and punctual *to the end*. Sickness or other unavoidable cause is the only excuse accepted for non-attendance or tardiness. The amount of work to be done and the fact that it must be done within the time planned make this rule necessary to the progress of the student in her course.

Absence at the beginning of the session retards the proper work of the class, and is therefore unfair to the School as a whole.

The school week is planned on the basis of a 5-day week for Preparatory students, with 6-day week for College classes. There are no classes on Saturday afternoon.

Intellectual Training

Particular attention is given to the development of those intellectual habits that produce the maximum of efficiency. The student is expected to work independently, and gradually to strengthen the habit of ready, concentrated and sustained attention in all her thinking processes. Clearness, facility and ease in the expression of thought, oral and written, are carefully cultivated. Every effort is made to develop the best mental habits through every detail of administration which bears upon the intellectual life.

Lectures and Recitals

Among the important elements in the intellectual life of Saint Mary's are the occasional lectures, which have been of

much value to the students, and are intended to be a feature of the school life. In addition, there are given at stated times recitals by visiting artists, by the Faculty and by the students of the Music and Expression Departments.

Student Organizations

While the regular duties at Saint Mary's leave few idle moments for the students, they find time for membership in various organizations, conducted by them under more or less direct supervision from the School, from which they derive much pleasure and profit. These organizations are intended to supplement the regular duties and to lend help in the development of different sides of the student life. All qualified students are advised, as far as possible, to take an active part in them.

The School Council

The School Council is composed of members of the Faculty and representatives of the various classes, forming the Student Honor Committee, and meets from time to time to confer upon matters of general interest.

The Council in its function as honor committee and judicial body is of great use in upholding the standards of the school.

Saint Mary's Honor System with its strict requirements of truthfulness and honesty in all matters of school life is upheld by its student body and is a fundamental part of the training given by the school.

Young People's Service League

The Service League functions effectively under the leadership of officers elected by the student body, together with adult counselors, working in those fields of service not covered by other groups in the school. The entire student body meets from time to time to discuss and decide upon work to

be undertaken. The "five fields of service" are covered during the year by program meetings for study and planning work to be done in each field.

Delegates are sent each summer to Camp Penick and to the Blue Ridge Conference. These girls return with increased interest in the work that is being done by the young people in the Church and are expected to assume special leadership in the League. Delegates are also sent during the year to the annual State meeting.

Members of the faculty compose the Saint Mary's chapter of the Woman's Auxiliary.

The Altar Guild

The Altar Guild has charge of the altar and the decoration of the Chapel.

The Sketch Club

The Sketch Club is under the supervision of the Art Department. Frequent excursions are made during the pleasant fall and spring weather for the purpose of sketching from nature.

The Literary Societies

The work of the two Literary Societies—the Sigma Lambda and the Epsilon Alpha Pi—which meet twice a month on Tuesday afternoons, does much to stimulate the intellectual life. The societies take their names from the Greek letters forming the initials of the Southern poets—Sidney Lanier and Edgar Allan Poe. Both resident and local students are eligible to membership in these societies, membership being by election and limited to students evincing particular interest in the study of phases of literature not necessarily included in the academic curriculum.

The Dramatic Club

The Dramatic Club is under the supervision of the Expression Department. The aim of the club is to present plays of

literary merit by European and American dramatists, and to encourage creative work in the various branches of play production, as playwriting, characterization, scenic design, stage-lighting, costume design, and make-up.

The Dramatic Club is a member of the Carolina Dramatic Association, and each year enters the dramatic tournament held at Chapel Hill under the Junior College group.

French Club

Membership is voluntary and is open to all French students except those in the beginning class. The object of the club is to increase the students' interest in France and French life. To this end monthly meetings are held, at which the business of the meeting is conducted in French and an informal program is given, based on a study of French art, music, places of interest, manners and customs, etc. Equally informal parties, at which French games are played and French songs sung, are planned for some of the traditional fêtes of France.

Deutscher Verein

The Verein, made up of all students who are taking, or have finished the two years of German given at Saint Mary's, holds two types of meetings on Sunday evenings during the year. Frequent musical appreciation meetings, about an hour long, are used for the analytic study, by victrola records, of the Wagner operas and symphonies by German composers, with recognition work on part of oratorios, on songs and instrumental selections.

Upon set dates, large Sunday evening meetings are held at which professors from the German departments of nearby universities speak to the Verein on German culture and customs.

Political Science Club

A group of students interested in work in history, government, economics and sociology meets with the head of the

department of Social Sciences fortnightly to discuss international relations, politics, social problems, and contemporary world events. During the current session the discussions are devoted largely to international relations and practical politics in the United States.

Musical Organizations

The Choir and the Chorus afford students, both in and out of the Music Department, opportunity to develop their musical talent under very agreeable conditions.

Athletic Clubs

In addition to the regular instruction given by a competent teacher, the students, with advisers from the Faculty, have two voluntary athletic associations, the object of which is to foster interest in out-of-door sports. These associations are known respectively as Sigma and Mu, from the initials of Saint Mary's.

The associations have tennis tournaments, basket ball, volley ball, hockey, swimming teams, posture contests, and inter-association meets. Every girl has an opportunity to play on some team. Letters are awarded to the best players in the various sports. Field hockey has recently been introduced.

Publications

The students publish quarterly a school magazine, *The Bulletin*, with the news of the School and its alumnæ, and issue annually *The Stage Coach*, a year book, with photographs, illustrations, and reflections of school life that make it a valued souvenir. A bi-monthly newspaper, *The Belles*, is published by *The Bulletin* staff. *The Student Blue Book*, containing addresses of students and faculty and giving information about school organizations and life, is published each spring by *The Stage Coach* staff. A *Student Hand Book* is prepared by the Student Government Association.

Academic Department

Organization

Saint Mary's is organized as a four-year Junior College, preceded by one year of preparatory work.

I. Preparatory Year

This preparatory year is equivalent to the tenth grade of a twelve-year high school of the highest standard, and presupposes the completion elsewhere of the ninth grade of such a high school.

This one year of preparatory work and the first two years of the "College" cover the last three years of work of the best high schools, and the courses are numbered for convenience B, C, and D. For the advantage of transfer students, a course in first year Latin (A) and beginning Algebra (A) are offered. (See pages 48 *et seq.*)

Such a course, when preceded by a suitable year of ninth grade work, and if properly chosen, should prepare the student for entrance into the most advanced standard colleges.

II. The "College"

The first two years of the present "College" course are intended to complete the work of a *first-class high* school, and the student is limited in well-defined lines and not permitted to specialize or take elective work except within narrow limits; in the last two years the courses are conducted on college lines, and the student, under the advice of the President, is permitted in some measure to elect the lines of work best suited to her taste and ability.

The course at Saint Mary's is of a type that has been given by many of the higher institutions for the education of women in the South, and is the one suited to the need of the large majority of students. It is therefore designed to be complete in itself.

At the same time those who desire to enter some higher institution after graduation from Saint Mary's can be prepared to do so. Such students should note carefully that to attain the desired end they must *at the beginning of their Freshman year give notice of their intention* and of the college to which they wish to go: their courses must be selected with a view to the requirements of the college which they wish to enter; and they should take the necessary examinations for entrance and advanced standing in that college each year as they are prepared in the various subjects. The course that might lead to the award of a diploma at Saint Mary's might not cover the subjects necessary for entrance or for advanced standing in any given college of higher grade.

Students are urged, wherever possible, to obtain certificates of work done, *before the close of the school year*.

Admission

Application for Admission

Students wishing to apply for admission to Saint Mary's should write for application blanks. For reservation of room space, the coupon in the back of the catalogue may be used.

Students are granted admission to the freshman, sophomore, or junior class of Saint Mary's upon the acceptance of satisfactory units of credit from senior high schools that have been fully accredited by the Southern Association of Colleges and Secondary Schools, or similar accrediting agencies.

For admission from non-accredited high schools, see *Conditional Credit*, p. 38.

In order to be admitted to the Freshman Class of the "College" the student must meet the requirements outlined below in English, History, Mathematics, Science and one foreign language—five subjects in all. If two foreign languages are offered Science may be omitted.

A student admitted in four of the required subjects will be admitted as a Conditional Freshman.

English and Literature.—A good working knowledge of the principles of English Grammar, with special attention to the analysis and construction of the English sentence.

Knowledge of elementary Rhetoric and Composition as set forth in such works as Ward's *Sentence and Theme* and *Theme Building*.

Candidates are expected to have had at least two years' training in general composition (themes, letter writing and dictation).

Subjects for composition may be drawn from the following works, which the pupil is expected to have studied: Longfellow's *Tales of a Wayside Inn*; selections from Irving's *Sketch Book*; Hawthorne's *House of Seven Gables*; Cooper's *Last of the Mohicans*; Scott's *Ivanhoe* (or *Quentin Durward*); Shakespeare's *Midsummer Night's Dream*.

Mathematics.—Arithmetic complete, with special attention to the principles of percentage and interest. Elementary Algebra complete and Advanced Algebra through Quadratic Equations.

History.—The essential facts of English History as given in a good high school text; the essential facts of Greek and Roman History as given in Breasted's "*Ancient Times*."

Latin.—A sound knowledge of the forms of the Latin noun, pronoun and verb, and a knowledge of the elementary rules of syntax and composition as given in a standard first-year book and beginner's composition (such as Smith's *Latin Lessons* and Bennett's *Latin Composition*). The first four books of Cæsar's Gallic War.

French or Spanish.—A first-year course leading to the knowledge of the elements of the grammar and the ability to read simple prose.

Science.—An introductory course in general science, or Physical or Commercial Geography.

Admission to the Junior Class

In order to be admitted to the Junior Class (or the Junior College), a student must offer sixteen *units* as described below, of which twelve *units* are required, while the remaining four may be chosen from the list of elective subjects.

A Required	12 units
English	4 units
Algebra	2 units
Plane Geometry	1 unit
History.....	1 unit
†Foreign Languages	4 units
B Electives	4 units
History	1-2 units
Civics	½-1 unit
Latin	2-4 units
French	2-3 units
German	2-3 units
Spanish	2-3 units
Solid Geometry	½ unit
Trigonometry	½ unit
Chemistry	1 unit
Physics	1 unit
Biology	1 unit
Botany	1 unit
Zoology	1 unit
Physiography or Geography.....	1 unit
General Science	1 unit
Home Economics	1 unit

For credit in science or domestic science a student must be prepared to submit a note-book of her laboratory work in case her record in the subject is not satisfactory.

Not more than two *units*, in addition to the requirement of one, may be elected from history and civics together.

†Credit will not be given for less than two years of a foreign language.

Classification

Credit is given for the work of the High School classes in terms of units. A unit represents a year's study in any subject in a high or secondary school, constituting approximately a quarter of a full year's work. A unit commonly means the equivalent of five forty-five minute recitations a week for one year in one branch of study.

Credit for the work of the Junior and Senior classes (the Junior College) is given in terms of semester hours, an hour being given for a class which meets one hour a week for one semester. Thus a course pursued for three hours a week throughout the year would entitle a student to six semester hours of College credit.

In order to graduate and receive the School diploma a student of the "College" must receive credit for 16 *units* of high school work and 60 *semester* hours of college work. All students of the "College," whether expecting to graduate or not, are classified in one of the "College" classes according to the amount of their full credits for work in the "College" course.

The classification is made on the following basis:

Freshman (Junior class of standard high school). Students must present seven acceptable *units* of high school credit. These should include English, 2 *units*, Mathematics, 2 *units*, Foreign Languages (preferably Latin), 1 *unit*.

Sophomore (Senior class of standard high school). For admission, students should present 12 *units* of acceptable high school credit. These should include English, 3 *units*, Mathematics, 2 *units*, Foreign Languages, 3 *units*.

Junior (Freshman class of standard college). Students are granted admission to the junior class (or the junior college) who offer 16 *units* as indicated on page 33.

Senior (Sophomore class of standard college). Students who expect to be graduated from Saint Mary's during the current year are classified as seniors. Students applying for senior standing from other colleges must offer one year of standard college work, or its equivalent.

A student with 16 *units* of full credit is ranked as a Junior, provided that she take, that year, work amounting to at least 26 *semester hours* of credit.

A student with 26 *semester hours* of credit is ranked as a Senior provided that she take that year, with the approval of the School, sufficient work counting toward her graduation to make the 60 *semester hours* necessary and has by the beginning of her Senior year passed off all conditions. No student can be ranked as a Senior or considered as a candidate for graduation in any year unless she has passed all examinations on previous subjects needed for graduation.

A student entitled to be ranked in any way with a given class under the above conditions must also take work sufficient to give her the prospect of obtaining enough points during the year to entitle her to enter the next higher class the following year.

Graduation

The course leading to graduation from the "College" is outlined later in stating the work of each year. The course is closely prescribed during the first two years (through the Sophomore year). In the last two years the student is allowed a choice of electives.

The requirements for graduation may be briefly summed up as follows:

(1) The candidate must have been a student in the Academic department during at least one entire school year.

(2) The candidate must have earned at least 16 high school *units* and 60 *semester hours* of college credit.† (For required *units* see "Admission to Junior Class," page 33.) Her Junior College work must include:

†In addition to the 60 semester hours of academic work required, each candidate for graduation must have four semesters' work in Physical Education.

English	12 semester hours
History	6 semester hours
*Foreign Language.....	12 semester hours
Economics or Philosophy.....	6 semester hours
Bible	6 semester hours
Hygiene	4 semester hours

(3) Not more than 5 high school *units* or 38 *semester hours* will be counted for credit in any one year. Not more than 12 *semester hours* will be counted in all toward the diploma for work done in the Departments of Music, Art, Expression or Home Economics.

(4) The candidate must have made up satisfactorily any and all work, in which she may have been "conditioned," by the beginning of the session in which she wishes to graduate.

(5) The candidate must have made formal written announcement of her candidacy for graduation during the first quarter of the year in which the diploma is to be awarded; and her candidacy must have been then passed upon favorably by the President.

(6) The candidate must have satisfactorily completed all "general courses" which may have been prescribed; must have maintained a satisfactory deportment; and must have borne herself in such a way as a student as would warrant the authorities in giving her the mark of the School's approval.

(7) At least one-half of the grades earned during a student's Junior and Senior years must be of C grade or better.

High School Diploma

A High School Diploma will be given to such students as shall have completed the proper units of work of the Sophomore year in a manner satisfactory to the authorities of Saint Mary's.

To receive this diploma the candidate must have been for one year at Saint Mary's School, and aside from her scholastic record must be considered properly qualified in general by the Faculty.

The student must have completed 16 *units* of college entrance work, as follows:

English: 4 units.

Mathematics: 3 units (Alg. 2, Geometry 1).

History: 1 unit.

*For conditions governing language requirement see page 51.

Science: 1 unit, or an additional unit of History.

Foreign Languages: 4 units, 2 each in any 2 languages, or 4 in Latin.

*Electives: 3 units.

Awards in Other Departments

For academic requirements for certificates in Music, Art, Expression or Home Economics, see under those departments, but candidates must in each case, in addition to all technical requirements, have completed at least the "Minimum of Academic Work" stated on page 42.

Certificate Credit

Certificates when accepted are credited conditionally at their face value. The student is placed in the classes which her certificate gives her the right to enter and is then expected to show her fitness for these classes by satisfactory work in them.

A placement test, largely for the purpose of sectioning students in English, is given on Wednesday of Registration Week, to all new students entering the Junior class.

Credit for Summer Work

Students who make up preparatory work in summer school or with a private tutor will be expected to take examinations on such work at Saint Mary's, unless they follow a continuing course in the subject. Examinations are held at Saint Mary's the Monday before the opening of school in September.

Full Credit

Saint Mary's accepts for full credit for advanced standing certificates from schools accredited by the Southern Association of Colleges and Secondary Schools (or by similar regional accrediting associations or State accredited schools of

*It is urged that one of these electives be an additional unit of French or Latin. A student who offers 5 units in 2 languages meets the entrance requirements in language of practically all colleges.

the highest class), which state that the candidate has completed satisfactorily *in accordance with the specified requirements of Saint Mary's* the required work in Foreign Language, Mathematics, History and English. Credit in Science can be obtained by presentation of a notebook satisfactory to the head of the Science Department.

Conditional Credit

Conditional credit is given on the certificate of non-accredited schools of entirely equivalent standard. For this conditional credit full credit in each subject is given when the student has successfully passed an examination in such subject, or in certain subjects after she has obtained credit for advanced work in that subject. Full credit may be obtained at once by taking an examination in the subject offered. Application for examination should be made one week before the opening of school.

For example, a student entering English M (Junior English) by certificate would be given conditional credit for four *units* of high school English. She receives 6 *semester hours* credit for the successful completion of English M, and is then given full credit for four *units* of the conditional credit. Thus, upon completion of English M, she would be credited with four high school *units* and 6 *semester hours* in English.

For conditional credit in History and Algebra full credit can be obtained only by examination, since the work of the higher classes does not fully test the character of the work in the lower classes. *Credit in Science can be obtained by presentation of a notebook satisfactory to the head of the Science Department.*

Regular Course

All students are advised to take a regular prescribed course and to keep to it; a changing about from one subject to another, with no definite aim in view, is unsatisfactory alike to student, parent and the School. Parents are urged to

advise with the President as to a course for their daughters, and help in this matter is given by her or her representatives to the student throughout her course.

A student, entering school later than one month after the beginning of a half-year, will receive no credit for the work of that half-year unless she has completed in an accredited school the equivalent of the work previously covered by the classes which she enters.

Special Courses

Those who desire to take academic work while specializing in the Departments of Music, Art, Expression or Home Economics are permitted to do so and are assigned to such classes in the Academic Department as suit their purpose and preparation. The number of hours of academic work, along with the time spent on the special subjects, should be sufficient to keep the student well occupied. A minimum of fifteen hours' work is required.

Term Examinations and Marking

The School Year at Saint Mary's is divided into two half-years (the Advent and Easter Terms), and each term is again subdivided into two Quarters of two months each. Reports are sent out at the end of each quarter showing the marks obtained in each subject, and examinations are held in all subjects at the end of each half-year.

The mark for the term in each subject is obtained by adding the two quarter-marks and the examination mark and dividing by three. Examinations are regarded by the School as of the highest importance, not only as a test, but as an essential part of education. At the same time it will be observed that it is possible to overcome a slight deficiency in the examination mark by a better mark for daily recitation, when the average is taken.

A, B, C and D are passing grades; E is a conditional failure which may be removed by re-examination; F is a complete failure requiring repetition in class.

Any student who fails in as many as three subjects may be excluded from returning. Such exclusion does not necessarily imply any reflection upon the student's character.

Re-examinations

Students failing a course with a grade of E are allowed one opportunity for re-examination under the following conditions:

- (1) A re-examination is allowed only when the student has done passing work for the term in her daily recitations.

- (2) The passing grade for re-examination is C rather than D.
- (3) No student is permitted to take more than two re-examinations in one term or three in a year.
- (4) Re-examinations are to be given on the Tuesday of the opening week of school and on the second Monday in March.
- (5) Students failing a course with a grade of F who have made up the work at summer school are allowed an opportunity for re-examination.

Commencement Honors

Honors at graduation are based on the work of the last two years.

The *Valedictorian* has the first honor; the *Salutatorian* has the second honor. The *Essayist* is chosen on the basis of the final essays submitted.

The Honor Roll

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

(1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Principal, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least C—.

(3) She must have maintained an average of B +, or better, in her studies.

(4) She must have made a record of "Excellent" in Deportment and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

The Niles Medal

The Niles Medal for Highest Average was instituted in 1906, by Rev. Charles Martin Niles, D.D., who died in 1918; the award is continued by his widow. This honor is given to the student who has made the best record in scholarship during the session.

The medal is awarded to the same student only once.

The requirements for eligibility are:

- (1) The student must have taken throughout the year at least 15 classes a week of regular work; and have satisfactorily completed this work, passing all required examinations.
- (2) She must have been "Excellent" in Deportment.
- (3) She must have taken all regular general courses assigned and have done satisfactory work in them.
- (4) She must be a regular student of the "College" Department.

General Statements

The Minimum of Academic Work Required for Certificates

Candidates for Certificates in the Music Department, the Art Department, the Expression Department, or in the Department of Home Economics, must have full credit for the following minimum of academic work.

- (1) The A and B Courses in English, History, Mathematics, and in Latin or French.
- (2) The C and D Courses in English.
- (3) Such other "College" Courses as will amount to three *units* of Academic credit.

These three *units* may be earned in History, Mathematics, Science, or Foreign Languages.

Academic Credits for Work in Other Departments

The completion at Saint Mary's of the technical work in the Freshman or Sophomore class in Music, together with the required theoretical work entitles a student to one *unit* of credit for the work of each class. The completion of the

technical work in the Junior or Senior class in Music, together with the required theoretical work, entitles a student to 6 *semester hours* of college credit for the technical work together with 2 *semester hours* of credit for the theoretical work in each class. A similar credit of 1 *unit* in Freshman or Sophomore and 6 *semester hours* in Junior or Senior class is offered in the Departments of Art and Expression. (Only one of these subjects may be counted for credit each year.)

Two *semester hours* of academic credit are given for the completion of Harmony II, or History of Music.

One *unit* or 4 *semester hours* is given for the completion of any course in the Home Economics department.

The Preparatory Course

For details in each subject see page 48 et seq.

The letter given with each subject is the name of the course. The number indicates the number of hours of weekly recitation.

<i>First Year</i>			<i>Second Year</i>		
	Hours	Unit		Hours	Unit
*English A.....	4	1	English B.....	4	1
Mathematics A.....	4	1	History B or		
*Science A or His-			French B.....	4	1
tory B.....	4	1	Mathematics B.....	4	1
Latin A.....	4	1	Latin B.....	4	1

All students are also required to take Bible Study, Spelling, Reading and Physical Education.

The "College" Work

In the "College" work the letter given with each subject is the name of the course while the number gives the number of hours of weekly recitation.

It should be remembered that sixteen high school *units* and *sixty semester hours* are required for graduation. For the required *units* see "Admission to the Junior Class," page 33.

The following courses in the Junior College are required for graduation:

English M and N: 12 *semester hours*.

History M or N: 6 *semester hours*.

(Unless two *units* have been accepted for admission to the Junior class.)

*Should be offered at entrance, together with two other acceptable High school units.

Science M: 6 *semester hours*, or N: 8 *semester hours*.

(Unless Science C or D has been accepted for admission to the Junior Class.)

Economics N or Philosophy N: 6 *semester hours*.

Bible N: 6 *semester hours*.

Foreign Languages: 12 *semester hours*.

(If the student enters with two *units* of Latin and two of a modern language she will be required to continue one language two years or begin another which must be continued at least two years. If she enters with five *units* in two foreign languages she must continue both one year or one two years. If she enters with six *units* in foreign languages she is only required to continue one for one year.)

Hygiene M: 4 *semester hours*.

Physical Education: Required each year, 2 hours a week.

The other *semester hours* necessary to complete the 60 for graduation are entirely elective. Music, Art or Expression may count 6 *hours* each year or 12 *hours* in all, or the needed *hours* may be elected from any E, F, M or N course in the College.

College Courses in Home Economics may be elected, with a credit of 8 *semester hours* each year.*

Theory of Music Harmony, or History of Music, may be elected, with a credit of 2 *hours* each.

The College Course

Freshman Year			Sophomore Year		
	Hours	Units		Hours	Units
English C.	4	1	English D.....	4	1
Mathematics C.....	4	1	History D	4	1
French B or C.....	4	1	French C or D.....	4	1
Latin C or			Electives:		
History C or			Science, History		
Science C			or Latin	4	1
.....	4	1			

Freshman Year

At least one foreign language is required.

An hour of Bible Study and a period each of Spelling and Reading are required weekly.

One course in Music, Expression, or Home Economics may be taken as an additional subject for credit. (See "Academic Credit for Work in Other Departments" page 42.)

Not fewer than 4 *units* nor more than 5 *units* should be taken.

*Courses in Home Economics should not be elected if the student expects to continue in an A.B. course in a senior college.

Sophomore Year

The foreign language elected in the Freshman Year should be continued.

An hour of Bible Study is required weekly.

One course in Music, Expression, or Home Economics may be taken as an additional subject for credit. (See "Academic Credit for Work in Other Departments" page 42.)

Not fewer than 4 *units* nor more than 5 *units* should be taken.

Junior Year

English M, 6 *hours*
 History M, 6 *hours*
 Latin M, 6 *hours*
 French D, 6 *hours*
 French M, 4 *hours*
 Spanish E, 6 *hours*
 German E, 6 *hours*
 Mathematics M, 6 *hours*
 Music History, 6 *hours*
 Science M, 6 *hours* or N, 8 *hours*
 History of Art, 6 *hours*
 Hygiene M, 4 *hours*
 English E, 4 *hours*

Senior Year

English N, 6 *hours*
 Economics N, 6 *hours*
 Philosophy N, 6 *hours*
 Bible N, 6 *hours*
 Latin N, 6 *hours*
 Spanish F, 6 *hours*
 German F, 6 *hours*
 History N, 6 *hours*
 Mathematics N, 3 *hours*
 American Government, 4 *hours*
 French N, 6 *hours*

Junior Year

Enough work in foreign language should be elected to count at least 6 *hours*.

An hour of Bible Study is required.

English M is required.

History M or N is required unless two units in history have been accepted for entrance.

Science M or N is required unless Science C or D has been completed.

Hygiene M is required.

Physical Education is required.

*Home Economics courses may be taken for credit.

The regular course in Music, Expression or Art may be taken for credit, provided the student is a candidate for a certificate.

Not fewer than 28 *hours* nor more than 38 *hours* should be taken.

Senior Year

Enough foreign language must be taken to complete at least the requirements for graduation.

English N is required.

Economics M or Philosophy N is required.

*Courses in Home Economics should not be elected if the student expects to continue in an A.B. course in a senior college.

Bible N is required.

Hygiene M may be taken in either Junior or Senior year.

Physical Education is required.

*Home Economics courses may be taken for credit.

The regular course in Music, Expression or Art may be taken as a subject for credit, provided the student is a candidate for a certificate.

Not fewer than 28 *hours* nor more than 38 *hours* should be taken.

General Notes

(1) The Theoretical courses in Music may be counted as elective in any "College" class, and the technical work of the proper grade in Music, Art, or Expression may be counted in the Junior and Senior years as an elective but only one subject may be so counted in any one year.

(2) Failure in the one-hour Bible course for any year will deprive the student of two of the *hours* gained in other subjects.

General Courses

The theory of Saint Mary's being that a well-rounded education results in a developing of the best type of Christian womanhood, certain general courses as outlined below have been prescribed for all students.

English

An hour each week is devoted to training all students, except Seniors, Juniors, and Sophomores, in the art of clear, forceful, intelligent reading, and in the practice of spelling.

Speech

A one-hour course in the principles of Voice Training and Speech Control is open to all college students, and may be taken in either the Junior or the Senior year. This course gives training in correct breathing, production of tone, and study of proper placement of vowels and consonants. Applied oral reading and public speaking are included in the course.

*Courses in Home Economics should not be elected if the student expects to continue in an A.B. course in a senior college.

Bible Study

All students except Seniors are required to take the prescribed course in Bible Study, which is given one hour a week. It is intended to afford a knowledge of the contents, history and literature of the English Bible, and with the view, in the case of the older students, of helping them as Sunday School teachers.

Physical Education

All students not excused on the ground of health are required to take exercises in physical education. (See, also, page 81.)

Use of Library

During the first semester a series of lectures on the use of the library and principal reference works is given to all new students. Following these lectures the new students are required to take an examination on the use of the library. Any who fail will be expected to take a re-examination, after additional work, in order to get full credit for their work in English for the year.

THE COURSES IN DETAIL

General Statements

The courses are here lettered systematically. It is important to note and consider the letter of the course in determining credits or planning a student's work.

Courses "A," "B," "C," and "D" are high school courses; courses "E," "F," "M," and "N" are college courses.

"B" Courses are taken in the Second Year of the Preparatory School.

The "A" and "B" Courses in English, History, Mathematics and one foreign language (or their equivalents) must have been finished satisfactorily by a student before she is eligible for admission to the "College."

"C" and "D" Courses are taken ordinarily in the Freshman and Sophomore years. In English, Mathematics and foreign languages the preceding Course must be taken before the student can enter the more advanced Course.

French "D" may under certain conditions be given college credit.

"E," "F," "M" and "N" Courses are college courses taken in Junior or Senior year. Students are not eligible to take these courses until they have completed the sixteen *units* necessary for entrance to the Junior class.

"X" Courses are special courses not counting toward graduation.

Equivalent texts may be substituted for those listed.

Art History

Course E.—3 hours a week. (*Credit 6 hours.*) This study includes the history of Architecture, Sculpture and Painting. Required of all certificate pupils in art and open to Juniors and Seniors.

Gardner, *Art Through the Ages*.

Bible

Course N.—3 hours a week. (*Credit 6 hours.*) Required of Seniors.

New Testament: General survey of the New Testament Literature; study of the background of New Testament Writings; history of the Canon; study of *The Life and Teachings of Jesus*, with *Harmony of Gospels*.

Hastings, *Dictionary of the Bible*; Stevens and Burton, *A Harmony of the Gospels*; Knox, *Knowing the Bible*; Paterson-Smythe, *Peoples Life of Christ*; Ernest Findlay Scott, *Literature of the New Testament*; E. Basil Redlich, *The Student's Introduction to the Synoptic Gospels*.

The English Language and Literature

All students at entrance are required to take a written test to determine general knowledge of written English.

Candidates for graduation must take Courses C, D, M and N.

Course B.—4 hours a week. (1 unit.) *Literature and Composition*: Reading planned to cultivate good habits and taste in the best literature. Review of English grammar, theme-writing, with special attention to sentence and paragraph structure. Parallel reading required.

Canby, Opdycke and Gillum, *High School English*, Book II; Franklin's *Autobiography*; Shakespeare's *Merchant of Venice*; Hawthorne's *The House of Seven Gables*; Tennyson's *Idylls of the King*; Poe's *Tales and Poems*; a novel by Stevenson, Dickens, or Kipling.

Course X.—2 hours a week. *Business English*: an intensive drill in the fundamental principles of composition and the forms of business correspondence.

Hotchkiss and Drew, *New Business English*; Stillman, *Twenty-five Points of Grammar*.

Course C.—4 hours a week. (1 unit.) (1) *Literature*: Outline of English Literature through Puritan Age. Reading planned to give knowledge of the English Classics and to cultivate good taste in reading. In addition to works studied in detail, abundant parallel reading is required.

(2) *Rhetoric and Composition*: Rapid review of grammar; oral composition; study and practice of the kinds of composition. Habits of concentration and intelligent reading, and ability for terse expression. Extensive outside readings.

Canby, Opdycke and Gillum, *High School English*, Book III; Chaucer's *Prologue* and *Knight's Tale*; Shakespeare's *Macbeth*; selections from Wordsworth, Keats, and Shelley; Macaulay's *Life of Johnson*; Eliot's *Mill on Floss*.

Course D.—4 hours a week. (1 unit.) (1) *Literature*: Study of *Hamlet*; Milton's *Minor Poems*; Arnold's *Wordsworth*; Carlyle's *Essay on Burns*, with selections from Burns' Poems. Reading list: A Comedy by Shakespeare; a novel by Scott, Thackeray, Dickens, George Eliot, Stevenson, or Blackmore; Essays by Lamb, Macaulay, Stevenson, and Huxley, Longfellow's *Tales of a Wayside Inn*; a collection of contemporary verse; a collection of short stories.

(2) *Rhetoric and Composition*: Putting into practice of fundamental principles involved in description, narration, exposition, and argumentation, with especial emphasis on clearness and interest of style. Weekly oral reports on current events; debates, review of English Grammar.

Canby, Opdycke and Gillum, *High School English*, Book IV; Baldwin, *Writing and Speaking*; Leonard and Fuess, *Practical Précis Writing*.

Course E 1.—2 hours a week. (*Credit 4 hours.*) *Development of the English Novel*: Rapid survey of early types of fiction leading to development of novel. Intensive study of representative works of Austen, Scott, Dickens, Thack-

eray, Eliot, the Bontës, Meredith and Hardy. (Open to Juniors and Seniors.) Not given in 1937-38.

Course English E 2.—2 hours a week. (*Credit 4 hours.*) *Leading Poets of the Nineteenth Century.* The distinctive characteristic of this course is the restriction of the number of poets studied, with the consequent possibility of including a liberal amount of the work of each author. The first semester is devoted to a study of the poetry of Wordsworth, Coleridge, Byron, Shelley, Keats, and Tennyson. During the second semester a detailed study is made of Browning's poems. (Open to Juniors and Seniors.)

Course M.—3 hours a week. (*Credit 6 hours.*) *Advanced Composition:* Study of the underlying principles of composition; frequent exercises in exposition, description, simple narration; training in gathering and presentation of research material; analytical study of standard prose models. A short period of the course is devoted to a study of poetry and poetical forms. Parallel reading required. (Required of Juniors.)

Jensen, Schmitz, and Thoma, *Modern Composition and Rhetoric*; Lovett and Jones, *The College Reader*.

Course N.—3 hours a week. (*Credit 6 hours.*) *Historical survey of English Literature* from beginning to 1900. Extensive reading from representative authors. Lectures, class discussion, frequent oral and written reports. (Required of Seniors.)

Lieder, Lovett, and Root, *British Poetry and Prose*.

Foreign Languages

If a student enters the Junior Class with two *units* of Latin and two of a modern language she will be required to continue one language two years or to begin another which must be continued at least two years. If she enters with five

units in two foreign languages she must continue both one year or one two years. If she enters with six *units* in foreign languages she is required to continue one for one year.

No credit is given for less than two *units* of a foreign language.

French

Course B.—4 hours a week. (1 *unit*.) *Elementary French* I. Grammar, reading, conversation. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of the words in the sentence, and the elementary rules of syntax. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating orally into French easy variations of the sentences read, and in reproducing from memory sentences previously read. Writing French from dictation.

Grosjean's *New Chardenal*.

Course C.—4 hours a week. (1 *unit*.) *Elementary French* II. Continuation of previous work. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches. Frequent abstracts, sometimes oral and sometimes written, or portions of the text already read. Writing French from dictation. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences. Mastery of the forms and uses of pronouns, pronominal adjectives, of irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Grosjean's *New Chardenal*; Roth, *Contes Faciles*; Labiche et Martin, *Le Voyage de M. Perrichon*; About, *Le Roi des Montagnes*.

Course D.—4 hours a week. (*1 unit or 6 semester hours.*) *Intermediate French.* Prerequisite: 2 years of high school French or 1 year of college French. This course includes a complete grammar review, the reading of modern French texts, and some work in advanced grammar and composition. It aims particularly to increase the student's vocabulary and to give sufficient familiarity with the language so that she may read modern French rapidly and with comprehension for her own enjoyment or for the continuation of her studies in French language and literature. This course is arranged for three regular meetings per week for those college students who make a grade of C or above in the preliminary placement tests, and maintain this grade throughout the year. For those whose grades are below C, and for all high school students, an extra hour per week will be spent in additional reading and grammar review.

Texts: Barton and Sirich, *New French Review Grammar*; Dumas' *Les Trois Mousquetaires* or *La Tulipe Noire*; a collection of modern short stories; de Flers and de Caillavet's *Primerose*.

Course M.—2 hours a week. (*Credit 4 hours.*) *Advanced Composition and Conversation.* Prerequisite: French D, or its equivalent. This course is designed to continue the study of French composition for those who have shown some proficiency in the rudiments of the written language, and to increase facility in the use of the spoken language.

Pargment's *Exercices Français* (Deuxième partie); *Le Français oral*; a modern novel.

Course N.—3 hours a week. (*Credit 6 hours.*) *A Survey of French Literature.* Prerequisite: French D, or its equivalent. The first semester is devoted to a survey of the influences which have persisted in the development of French literature from the periods of the Middle Ages, the Renaissance, Classicism, and Romanticism. The second semester is devoted to a study of French literature from 1850 as a

reflection of French life, and in relation to its reciprocal influences with regard to other literatures.

Braunschwig's *Notre Littérature Etudiée dans les Textes*, Vols. I and II.

German

Course E.—4 hours a week. (*Credit 6 hours.*) *Elementary German*. Training in good diction. Reading aloud, conversation, oral composition, dictation, sight translation. Grammar and composition. Poems memorized, songs of German classic type learned.

Bacon, *New German Grammar*; *L'Arrabbiata* by Heyse; *Immensee* by Storm; *German Newspapers*.

Course F.—3 hours a week. (*Credit 6 hours.*) *Intermediate German*. Prerequisite, German E. Grammar, prose, oral composition, dictation, sight translation. Conversation stressed, class conducted in German. Poems and standard songs learned. Wagner operas studied. Scientific German begun with those interested. Outside reading on German mythology, history, customs, politics. German newspapers.

Composition Book: *German Prose Composition* by Osthaus and Biehrman; Baumbach's *Der Schwiegersohn*; Schiller's *William Tell*; Goethe's *Hermann and Dorothea*.

Latin

Course A.—4 hours a week. (1 unit.) *First Year Latin*. All regular inflections and the common irregular forms; quantities; reading aloud; translation of sentences from Latin into English and from English into Latin; translation at hearing; derivation of words; sight reading of Roman stories.

Gray and Jenkins, *Latin for Today* (Course I).

Course B.—4 hours a week. (1 unit.) *Second Year Latin*. (1) *First half-year*: Stories of mythology and Roman life. (2) *Second half-year*: *Cæsar's Gallic War*.

Gray and Jenkins, *Latin for Today* (Course II) ; Allen and Greenough, *Latin Grammar* ; Baker and Inglis, *Latin Composition* (Part I).

Course C.—4 hours a week. (1 unit.) *Cicero*. Continued systematic study of grammar ; Roman political institutions ; structure of a typical oration ; sight translation ; oral and written composition.

Moore, *Orations of Cicero with a selection from his letters* (three orations against Catiline, Archias, Manilian Law, Verres) ; Allen and Greenough, *Latin Grammar* ; Baker and Inglis, *Latin Composition* (Part II).

Course D.—4 hours a week. (1 unit.) *Vergil*. Appreciative study of the *Æneid* ; literary and historical allusions ; prosody ; passages and short quotations memorized ; lectures and class reports on topics related to epic poetry ; sight translation ; oral and written composition.

Knapp, *Vergil's Æneid* (Books I-VI) ; Allen and Greenough, *Latin Grammar* ; Baker and Inglis, *Latin Composition* (Part III).

Course M.—(Alternate with N.) 3 hours a week. (1) (*Credit 3 hours first semester.*) *Livy*. Study of Livy in connection with Augustan period in Latin Literature and in comparison with other historians. Selections from Livy (Books I, XXI, and XXII) will be read.

Westcott's *Livy*.

(2) (*Credit 3 hours second semester.*) *Horace*. A study of the Odes for literary appreciation ; review of prose composition.

Bennett's *Horace*.

Course N.—(Omitted 1937-38.) 3 hours a week. (Alternate with Course M.) (1) (*Credit 3 hours first semester.*) Studies in Prose, the Essay and the Letter. Cicero's *De Senectute* or *De Amicitia* and selections from Cicero's *Letters*. These will be compared with Pliny's *Letters*.

Abbott's *Selected Letters of Cicero*.

(2) (*Credit 3 hours second semester.*) *Roman Comedy.* A careful study will be made of the development of comedy in Latin Literature. Plays from Plautus and Terence will be read.

Elmer's *Terence*; Elmer's *Plautus*.

Spanish

Course E.—4 hours a week. (*Credit 6 hours.*) *Elementary Spanish*: Elements of grammar and pronunciation; reading and oral practice. (Open to Juniors.)

Imbert and Piñol, *Fundamentals of Spanish*; Wilkins, *First Spanish Reader*; Castello and Watson, *Spanish Tales and Fables*.

Course F.—3 hours a week. (*Credit 6 hours.*) *Intermediate Spanish*. Prerequisite: Spanish E, or its equivalent. Grammar, Composition, dictation, conversation; prepared and sight translation.

Imbert and Piñol, *Segundo de Español*; Hermanos Quinteros, *Doña Clarines*; Palacio Valdes, *La Novela de una Novelista*; Ricardo León, *Tipos y Paisajes*; Juan Valera, *El Pajaro Verde*.

History

Course B.—4 hours a week. (1 unit.) *World History*. This course provides a survey of man's progress. Emphasis is placed on the debt of modern civilization to the culture of the ancient orient. Main currents of the history of medieval Europe provide a background for the student's understanding of the revolutionary foundations of our complex modern civilization. Map work is designed to give a working knowledge of the geography of the subject.

Pahlow, *Man's Great Adventure*; Bishop and Robinson, *Map Exercises, Syllabus, and Notebook in World History*.

Course C.—4 hours a week. (1 unit.) *English History*. In this course emphasis is laid on the development of constitutional government, particularly with its bearing on United

States History. The McKinley Note Books are used for map work. From time to time papers are required on important events and great men.

Cheyney, *Short History of England*, *Readings in English History*. Reference work.

Course D.—4 hours a week. (1 unit.) *American History*. This is a clear and fair treatment of the causes leading to our war with Great Britain, to the War Between the States, and of present day political, social, and economic questions. Some knowledge of geography is assumed. There are regular parallel readings in contemporary documents and historical fiction. Each student prepares an essay on some important phase of American History or current civic problems. The course is completed by an intensive study of Civil Government.

West, *The American People*; Magruder, *American Government*.

Course M.—3 hours a week. (Credit 6 hours.) *Medieval and Modern History*. A thorough survey of the civilization of Western Europe from the decline of the Roman Empire to the present. The important political, economic, social and religious institutions of medieval and modern times will be studied.

Ferguson-Brunn, *A Survey of European Civilization*.

Course N.—3 hours a week. (Credit 6 hours.) *American History*. A general course forming a continuous history of the United States from colonial beginnings until the present day. The major emphasis is placed on political development, diplomacy and international relations, but social, cultural and economic conditions are examined.

Muzzey and Krout, *American History for Colleges*.

Hygiene

Course M.—2 hours a week. (Credit 4 hours.) (Required course; may be taken in Junior or Senior year.) A

general course, including the study of the anatomy and physiology of the human body, pathological conditions and applied hygiene.

Kirkpatrick & Heutner, *Fundamentals of Health*.

Mathematics

Candidates for graduation must at least have credit for Mathematics B and C.

Courses A and B are so planned as to meet the college entrance requirements in Algebra, Course C in Geometry.

Course A.—*Algebra to Quadratic Equations*. 4 hours a week. (1 unit.) The course includes addition, subtraction, multiplication, and division of polynomials; formulas; graphs; linear equations in one unknown quantity; linear equations in two unknown quantities; factoring; fractions; ratio and proportion; radicals; square roots of numbers and square roots of polynomials.

Course B.—*Algebra Completed*. 4 hours a week. (1 unit.) The course includes the Quadratic Formula; solution of quadratic equations; arithmetic and geometric progressions; exponents and radicals; solution of equations containing radicals; factoring of complicated types; simultaneous quadratic equations; graphs of circles, parabolas, ellipses, and hyperbolas; logarithms; binomial theorem; simultaneous linear equations in three unknowns.

Course C.—*Plane Geometry*. 4 hours a week. (1 unit.)

Course X.—*Business Arithmetic*. 2 hours a week. (Not counted for graduation; intended especially for business students.)

*Course E.—*Solid Geometry*. 3 hours a week, first semester. (*Credit 3 hours, first semester.*) Prerequisite: Course C.

Course M.—3 hours a week. Prerequisite: Courses B and C.

(1) *College Algebra*. (*Credit 3 hours, first semester.*)

(2) *Plane Trigonometry*. (*Credit 3 hours, second semester.*)

*Course N.—*Analytic Geometry*. 3 hours a week. (*Credit 3 hours, second semester.*) Prerequisite: Course M.

Music History

Course E.—3 hours a week. (*Credit 6 hours.*) A survey course in the History and Literature of Music with emphasis on the development of an intelligent interest in and enjoyment of the best music. Constant use of Piano, Organ, and Victrola in presenting illustrations. Parallel reading required; excellent music library available. (Open to Juniors and Seniors; no previous musical training necessary.)

Finney, *A History of Music*.

Natural Science

Candidates for College Entrance and students expecting to become candidates for a college degree after leaving Saint Mary's must have had Course D.

Text: *The Nations at Work*, Packard and others.

Course C.—3 hours a week recitation and demonstration and three hours laboratory practice. *Elementary Biology*. (1 unit.) (a) A study of the general principles of animal and plant physiology. (b) A brief comprehensive survey of the animal kingdom with special reference to the interrelation of forms and to their economic importance. (c) The general principles of plant life, and the natural history and classification of the plant groups.

*Given if requested by as many as five students.

Individual laboratory work; stress laid upon accurate drawing and precise expressive description.

Alfred C. Kinsey, *An Introduction to Biology*.

Course D.—*Elementary Chemistry*. 4 hours a week recitation and demonstration, 1 double-hour laboratory. (1 unit.)

This course is presented with two objectives in view; (1) to give a standard course for college entrance requirements; (2) to give some knowledge of the subject for its value in everyday life.

A student in this course learns the elementary facts used in Chemistry, the vocabulary used in expressing this point of view, and becomes familiar with the experimental method used by the chemist in the study of matter.

Brownlee and Others, *Elementary Principles of Chemistry and Laboratory Manual*.

Course F.—4 hours a week recitation and demonstration, 1 double-hour laboratory. *Household Chemistry*. (1 unit.) This course is intended for students in Home Economics.

Course M.—*College Biology*. 2 hours a week lecture, 1 hour recitation and 3 hours laboratory. (Credit 6 hours.)

A comprehensive survey of the plant and animal classifications beginning with the unicellular forms and tracing their evolution to the most complex forms. A detailed study is made of the structure and physiology of characteristic types of all the groups of plants and animals.

Laboratory work consists of dissection of preserved forms, microscopic study and field trips.

Woodruff's *Foundations of Biology*; Baitsell's *Manual of Biological Forms*.

Course N.—*College Chemistry*. 4 hours laboratory; 3 hours lecture and demonstration. (Credit 8 hours.)

The sources, preparation, physical properties, chemical reactions and uses of the common non-metallic and metallic

Smith's *Introductory College Chemistry, with Laboratory Manual to Accompany it*.

elements and their compounds are studied. The fundamental laws and accepted theories essential to a thorough understanding of chemical reaction are studied.

The commercial application and the relation of Chemistry in everyday life is emphasized.

*Course O.—2 hours a week. (*4 semester hours.*) Prerequisite, Course N.

*Course P.—2 hours a week. (*4 semester hours.*) Prerequisites, Courses N and O.

General College Physics E. (*Credit 6 hours.*) 2 hours lecture and recitation, 3 hours laboratory.

A course in College Elementary Physics planned to stimulate the students' interest in the increasing adaptations of Physics in modern everyday life. Correlated wherever possible with other curriculum subjects: Chemistry, Art, Music, Domestic Arts. The course treats of the fundamental principles of the entire subject with laboratory work and observational trips to fix these principles in mind. Open to Juniors and Seniors in alternate years with Chemistry N. Not given in 1938-39.

Psychology

Course N.—3 hours a week. (*Credit 6 hours.*) Introductory survey of the field of Psychology. (Open to Seniors.)

Dashiell, *Fundamentals of General Psychology.*

Social Sciences

Economics N.—3 hours a week. (*Credit 6 hours.*) Prerequisite: History M or N. The principles and problems of economics made clear and interesting by practical application to leading financial and industrial questions of the day. Frequent reports on collateral assignments. (Open to Seniors.)

Kiekhofer, *Economic Principles, Problems, and Policies.*

*Given if as many as 5 students register for the course.

Government N.—2 hours a week. (*Credit 4 hours.*) An introductory course in American government and politics. The national government, state and local government, the powers of the people of the United States, and world relations are studied. (Junior and Senior elective.)

Ogg and Ray, *Essentials of American Government*.

Sociology N.—3 hours a week. (*Credit 6 hours.*) Analysis of social evolution; study of social ideals and control; causes and remedies of poverty and crime. (Open to Seniors.)

Ross, *The Outlines of Sociology*; Dittmer & Colbert, *Social Problems*. (Revised Edition.)

SPECIAL DEPARTMENTS

ART

The aim of the Art Department is to afford an opportunity for serious study, and to give a thorough Art education, which will form the basis of further study in the advanced schools of this country and abroad; also, to enable pupils who complete the full course to become satisfactory teachers. All work is done from nature.

The Studio is open daily during school hours. Candidates for a certificate in the Art Department must pass satisfactorily the course in Drawing, Painting, and History of Art, and must also satisfy the academic requirements for a certificate, as stated on page 42.

The technical work in the *Fine Arts Course, leading to a certificate*, ordinarily requires a period of three years for completion. About half of this time is required for Drawing, and the second half for Painting.

Each student is assigned to at least seven hours' work in the Studio each week. There is also open to every Art student a course in History of Art, three hours a week, which is included in the charge.

I. *Drawing.* The student is instructed in the *free-hand* drawing of geometric solids, whereby she is taught the fundamentals of good drawing, perspective, and proportion. This work is very important.

The student is taught theory of color, theory of perspective and theory of design; to design in black and white and in color; elementary water color.

Charcoal drawing of casts and still life develops in the student a feeling of solidity and form; wash drawings in monochrome or pen and ink and one from still life are made.

II. *Painting.* This includes work in oil or in water color. The student paints still-life groups; flower studies and landscapes from life.

III. *Commercial Art.* The technical work in the *Commercial Course, leading to a certificate*, requires a period of two years for completion and is planned to lay the foundation for professional work.

The First Year's Course consists of: Free-hand drawing of blocks and still life with the use of the Speed Ball pen; historic ornament in colors; posters in color; lettering, color theory, perspective design.

The Second Year's Course consists of: Mechanical drawing, advanced designing, costume designing, and illustration, lettering, posters in color.

IV. *Special Courses.* Pupils who do not wish to take the regular course may take any of the above courses or any of the following special courses:

1. Still-life Painting.—This work is preparatory to more advanced work in flower painting and life classes. Either oil or water color may be used as a medium.

2. Portrait and Life Class.—A living model is provided from which the advanced students may draw and paint.

3. Advanced Antique.—All classes are graded according to this work. Drawing from Greek antiques in charcoal is required of all pupils taking the full course.

4. Design Class.—A close study of nature and an original imaginative use of her forms in design is the keynote of this course. Also, the student is introduced to the different fields of modern expression in decorative design.

Sketch Club. This club is formed of students who take turns in posing in costume. The same model poses only once. During the spring and fall months outdoor sketching from nature is done.

COMMERCIAL COURSE

The Commercial Department of Saint Mary's was established in 1897 to meet the growing demand for instruction in the commercial branches, which are more and more affording women a means of livelihood. The course is planned to accomplish this purpose as nearly as possible.

The curriculum embraces thorough instruction in Stenography, Typewriting, Bookkeeping, Arithmetic, English, Filing, Spelling, and Office Practice. Business Law is offered as an elective.

Students taking The Commercial Course ordinarily complete it in one school year.

Students may take either the full course or any part of it.

Graduates of the Department have been very successful in their practical business engagements, and are the best recommendation for the work of the department.

Requirements

In order to be well prepared to take the course to advantage, students, before entering the Commercial Department, must have completed satisfactorily the work of the Preparatory School or its equivalent, *i. e.*, two years of High School work.

Attention is called to the fact that the services of a stenographer and her ability to command a high salary depend not only on her technical skill in actual typewriting and stenography, to which much may be added by practice afterwards, but to the preliminary mental equipment with which she undertakes her technical preparation.

Awards

The *Commercial Certificate* is awarded those students who complete the work of the full course, including Stenography, Typewriting, Bookkeeping, English X, Mathematics X, Spelling, Filing, and Office Practice.

A partial Certificate is awarded students who complete the whole course except for Bookkeeping.

Courses

Stenography, Theory of Shorthand, and Transcription.—6 hours a week.

The Dr. John Robert Gregg System of Shorthand is used. This is an almost universal system, is easily acquired, and meets all the demands of the secretary and reporter.

The student must attain a speed of at least 80 words a minute from dictation and a transcription speed of one-half of her typing speed. Pins and Certificates are offered by Gregg Publishing Company. Advanced transcription is offered to those who have met the above requirements at Saint Mary's or any other school.

Texts: Gregg Manual, Gregg Speed Studies, 5,000 Most Commonly Used Shorthand Forms, and the Gregg Writer Magazine.

Typewriting.—5 hours a week. The *20th Century Typewriting Manual* is used, which calls for touch typewriting. To obtain the Certificate the student must have attained a speed of 50 words a minute from dictation, and 40 words from printed matter. Special emphasis is placed upon letter forms, tabulations, mimeographing, carbon copies, etc.

Filing.—1 hour a week. A study of the history and evolution of filing and a knowledge of alphabetic, numeric, Triple Check Automatic and geographic filing is acquired through the actual filing of miniature letters.

Text: Remington Rand Individual Student Equipment and Supplies.

Commercial Law.—2 hours a week. A study of the fundamental principles of Contracts, Agency, Negotiable Instruments, Common Carriers, Insurance, Partnerships, and Corporations, illustrated with discussions of actual cases.

Text: *Business Law and Procedure*, by Thompson, Rogers, Travers.

Business English.—2 hours a week. First semester: Review of grammar and punctuation. Second semester: Study of the Business Letter and a review of the principles learned in the first half year's work by their application to transcription.

Texts: Work Book, Iroquois Publishing Company; *New Business English*, by Hotchkiss and Drew.

Bookkeeping.—4 hours a week. This course gives the student the understanding of bookkeeping and business procedure that he will need as a citizen regardless of how he may make his living. This course in bookkeeping and accounting instruction provides personal, social, economic, educational, and vocational values.

Text: *20th Century Bookkeeping and Accounting*, by Baker-Prickett-Carlson.

Spelling.—1 hour a week. Correct spelling and vocabulary building.

Texts: *Gilmartin's Word Study; 5,000 Most Used Shorthand Forms*, Gregg.

Office Training.—1 hour a week. A study of the office routine. A typical day's work in an imaginary office is arranged for each student.

EXPRESSION AND DRAMATICS

The faculty of expressing oneself clearly and effectively is valuable in every calling. A well-trained voice and clear enunciation are equally desirable in ordinary conversation and in public speaking. The purpose of the study of expression and dramatics is to attain these ends; to broaden the power of individual thinking, to awaken a love and appreciation of literature by the lucid interpretation of it to others.

Regular Required Work

Class Expression

Students of the Freshman and Preparatory classes are required to take a period of Expression each week in connection with their regular work, and for this there is no extra charge. The course is primarily intended to give the student practice and facility in reading aloud. Particular attention is paid to the standing position, pronunciation, projection, breath control, and the correction of mannerisms, leading the student to read intelligently so as to give pleasure to the listener.

The Certificate Course

The regular course of study for a certificate in expression covers a period of two years. The work of each year is divided into two semesters, and Junior and Senior courses. The classes are limited in number so that each pupil receives individual attention.

Outline Of The Course For Certificate

Junior Year

Vocal Training.—Breath control, tone placing, phonetics, resonance, pitch, flexibility.

Physical Training.—Gesture and freedom of the body. Carriage and poise in walking, standing, and sitting. Pantomimic training.

Literary Interpretation.—Selection, adaptation, and methods of presentation of poetry and prose for public recitals and class room.

Play Production and Theatre Technique.—Characterization, analysis, and interpretation of classic and modern drama, stage craft, directing, lighting, make-up, costuming.

Recitals and presentation of one act plays are required of all students taking the certificate course. They not only appear in plays but are given an opportunity to direct them as well. Only plays of literary merit will be studied.

Expression pupils are admitted to the Dramatic Club, which offers them the advantage of the study and presentation of at least two good plays during the year.

The academic credit for this course is 6 *semester hours* for each year, or 1 *unit* each year in high school department when the student is working for a certificate. The class meets 3 hours a week.

Senior Year

In the Senior Course the Junior principles are reviewed and continued, with more difficult assignments for the voice, diction, interpretation of prose, poetry, and drama, and requiring a very careful application of technique. Recitals and

presentation of plays are also required in the Senior year. Frequently students are heard over the local radio station in monologues, poems, or other dramatic programs.

Awards

As in other departments, the Certificate is awarded only on condition that the student has completed the required Minimum of Academic Work in the "College" (see page 43).

The Certificate is granted on the completion of the work of the Senior year.

Students wishing to take a special course in platform recital work are required to give a public recital. This course includes the principles taught in the Junior and Senior years.

SPEECH

In this special course English phonetics, pronunciation, tone production, and the improvement of speech are studied.

Extemporaneous speaking. Group practice in Choric Reading included in this course.

1 hour each week.

Texts studied in the various courses:

Avery, Dorsey and Sickels, *First Principles of Speech Training*.

Birmingham and Krapp, *First Lessons in Speech Improvement*.

Leland Powers, *Practice Book*.

Katharine Anne Ommanney, *Stage and School*.

Hilliam Bosworth, *Technique in Dramatic Art*.

Madame Eva Alberti, *The New Pantomime*.

Marjorie Gullan, *The Speech Choir*.

HOME ECONOMICS

The work of the Home Economics Department is planned to give both practical and scientific training in the courses offered. Special attention is given to developing initiative and skill in the student, and the knowledge of the importance of wise selection and economical purchase.

The courses in this department are now open without extra tuition charges to all regular students, and carry academic credit as indicated, the expense of class room supplies is additional.

Well equipped laboratories for cooking and sewing afford excellent facilities for class work, and for training in the activities of practical housekeeping.

Awards

The *Certificate in Home Economics* is awarded on the completion of the six courses (D, M, N, and D-I, M-I, and N-I) to those students who have also completed the Minimum of Academic Work in the "College" required for all Certificates. The Minimum of Academic Work is the same as for Certificates in other departments except that Science F (Household Chemistry) must be included in the 3 *elective units*.

Courses

Course D.—4 hours a week. ($\frac{1}{2}$ unit or 4 semester hours.) *General Cooking*.

The course includes the following: A study of the general principles of food selection and preparation, of the fundamentals of nutrition and its relation to personal health, a comparison of different fuels, their use and cost, and the care and preservation of food.

Harris and Lacey, *Everyday Foods*.

Course M.—4 hours a week. (*1 unit or 4 semester hours.*) *General Cooking.*

The course is built on a meal basis, with attention given to the food requirement of a family, the nutritive value, proper selection, combination and cost of foods.

Regular meals are prepared and served, special attention is given to table service, service for afternoon teas, etc.

Rose, *Feeding the Family.*

Course N.—4 hours a week. (*4 semester hours.*) *Advanced Cookery.*

Preparation of food for invalids and young children. Each student must prepare and serve a three-course luncheon. Attention is given to the production, manufacture and distribution of foods and food material, the factors governing the cost of food and how to market wisely.

Hallidey and Noble, *How's and Why's of Cooking*; Stanley and Cline, *Foods—Their Selection and Preparation.*

Course D-I.—4 hours a week. ($\frac{1}{2}$ unit or 4 semester hours.) *General Sewing.*

The aim of this course is to teach students to choose, plan and make clothes which are becoming in line, construction, color and texture and are within one's means, and to apply this knowledge in the making of household linens.

This course includes simple hand sewing applied to household linens and to garments for the student, ornamental stitches, the use and care of the machine, a study and use of commercial patterns and textiles.

Baker, *Clothing Selection and Purchase.*

Course M-I.—4 hours a week. (*1 unit or 4 semester hours.*) *Advanced Dressmaking to follow the General Course.*

It is the aim of the course to teach students to apply the principles of good taste to the problems of clothing, household furnishing and everyday living. The course includes a

review of principles learned in the General Course in sewing, construction of more advanced garments, and effort is made to develop good judgment in selecting or creating a wardrobe.

Goldstein, *Art in Everyday Life*.

Course N-I.—4 hours a week. (*4 semester hours*.) *Clothing Construction, Advanced*.

This course deals with problems involved in handling different types of materials and designs, the problems involved in tailoring and in the making of children's garments.

Latzka and Quinlea, *Clothing*.

Course E.—2 hours a week. (*4 semester hours*.) *Household Management*. A General Survey Course. Open to Juniors and Seniors only.

Recitation, lecture and demonstration. To prepare girls for daily living by teaching them to do better the things they would expect to do in their own homes for successful living. This course includes training in various factors of home-making, such as food value, budgets, clothing, house management and the æsthetic value of family life.

Course X.—2 hours a week for half-year. A Home-making Course. Open to Seniors. *Household Management and Home Nursing*. Lectures and demonstrations. (See page 46.)

MUSIC

General Remarks

Music is both an art and a science. As such, the study of music trains the mind, touches the heart, and develops the love of the beautiful. The importance of this study is being more and more clearly realized by schools, and its power felt as an element of education. In this department no pains are spared in preparing the best courses of study, methods of instruction and facilities of work.

It is the aim of the Music Department of Saint Mary's to give students such advantages in technical training, in interpretative study, and in study of musical form and structure, as will enable them not only to develop their own talent, but also to understand and to appreciate the beautiful in all music. Courses of study are offered in Piano, Voice, Organ and Violin.

The department is equipped with six grand pianos and twenty uprights. There is a Mehlin Concert Grand for recital purposes in the Auditorium.

Organ pupils are instructed on a new three-manual Hall organ, with seventeen stops.

Each student receives two half-hour lessons each week in the branch of Music she is pursuing. She is also required to take a course in Theory, one hour a week. Students of Voice are also members of the Chorus, one hour a week.

The tuition charge for all courses in Music is included in the General Charge, but no student may elect more than two courses.

Concerts and Recitals

For the purpose of acquiring confidence and becoming accustomed to appearing in public, frequent recitals are given by the music students, either in the Auditorium before Faculty and Student Body or in one of the Teacher's studios before a small group.

Public recitals are given by the advanced pupils during the second term of the school year.

A series of Faculty recitals is given during the year; there are frequent opportunities both at Saint Mary's and in the city for hearing visiting artists.*

The Choir

No part of the school music is regarded as of more importance than the singing in Chapel. The whole student body attends the services and takes part in the singing. The best voices are chosen for the choir, which leads in all the Chapel music, and often renders special selections; for the purpose of special practice, the choir meets twice a week. The students in this way become familiar with chanting, with the full choral service, and with the best church music. Membership in the choir is voluntary, but students admitted are required to attend the rehearsals.

A short rehearsal of the whole school is conducted in the Chapel weekly.

*At the discretion of the school authorities, a fund, not to exceed \$5.00, may be set aside from the classroom supplies deposits for the use of the student for lectures or concerts.

The Glee Club

The Glee Club is not confined to the music students, but is open to all students of the school. In rehearsals, the student is given the fundamentals of tone production, diction, and interpretation. The Glee Club gives a public performance of a Gilbert and Sullivan Opera in the spring. At the Annual Commencement a vocal ensemble, chosen from the Glee Club, appears in a group of two and three part songs.

From the members of the Glee Club voices are selected by the Chorus Conductor for special work. Membership is voluntary. However, parents are urged to require this work of their daughters, if they are deemed fit for it by the Conductor. When a student is enrolled, regular attendance at rehearsals is required.

Relation to the Academic Department

Studies in the Music Department may be pursued in connection with full academic work, or may be the main pursuit of the student.

Study in the Music Department is counted to a certain extent toward the academic classification of regular students of the Academic Department.* The theoretical studies count the same as academic studies. The technical work is given academic credit in accordance with the rules stated below.

Pupils specializing in music are required to take academic work along with their musical studies. This is in accordance with the prevailing modern ideals in professional studies and the pursuit of special branches which require some general education in addition to the acquirements of a specialist. Certificates in Music are awarded only to students who have completed the required minimum of academic work. (See

*See pages 36 and 44.

page 42.) Requirements for a Diploma in Music are given on page 78.

*The *technical* work in Music is also credited for academic classification, as follows:

The completion at the School of the technical work in the Freshman, Sophomore, Junior or Senior class in Music will entitle the student to academic credit for the work of each class thus completed under the following conditions:

(1) Not more than one course will be credited in any one year in Piano, Voice, Violin or Organ—whether one or more of these subjects is studied.

(2) Not more than 2 high school *units* and 12 *semester hours* may be earned in all.

Courses M and N may be counted as college credit.

(3) In order to be entitled to credit for the technical work of a given class in music, the student must also have completed satisfactorily the theoretical work of that class.

Entrance Requirements

Students entering the Department will be given both theoretical and practical examinations and placed in the grade they are qualified to enter.

It is most desirable and is strongly urged that the student, on entering, have previously a good working knowledge of the scales, the staff, notation and time values. A review of these rudiments will take place at the beginning of Theory.

Students presenting certificates from teachers authorized by the Art Publication Society to teach the Progressive Series will be allowed full credit for work accomplished and be placed in the succeeding grade without examination.

*For amount of credit see "Academic Credit for Work in Other Departments," page 42.

The Courses

The courses in Music are divided into *Theoretical* (including for convenience History of Music) and *Technical*.

Theoretical Courses

(One hour each per week. Freshman and Sophomore courses counted together with technical courses to give one *unit* credit for each course.)

Theory. (Freshman.) Scales; Intervals; Rhythm; Dictation.

Harmony I. (Sophomore.) Elementary Harmony, Analysis and Form.

Harmony II. (*Credit 2 hours.*) (Junior.) Advanced Harmony, Analysis and Form.

History of Music. (*Credit 2 hours.*) (Senior.)

Much importance is attached to ear-training, which is continuous throughout the courses. Training in the appreciation of music is carried on in all classes, both theoretical and practical, in addition to special lectures devoted to this subject.

Technical Courses

In general, each course corresponds to a year's work for a pupil with musical taste. But even faithful work for some pupils may require more than a year for promotion.

Piano

Course C.—(*Freshman.*)—Major and harmonic minor scales, hands separate. Major arpeggios, hands separate, moderate tempo.
Studies: Duvernoy, Czerny, Heller.

Course D.—(*Sophomore.*)—All major scales, hands together. All minor scales, and arpeggios in three positions, hands separate.
Studies: Czerny, Heller, Bach.

Course M.—(*Junior.*)—All scales, hands together. Major and minor arpeggios, hands together.
Studies: Cramer, and others; Bach.

Course N.—(*Senior.*)—Six major and six harmonic minor scales in thirds, sixths and tenths, and in contrary motion. Dominant and diminished seventh arpeggios.
Studies: Clementi, and others; Bach.

Awards

The Certificate of the Department is awarded under the following conditions:

1. The candidate must have completed the work, theoretical and technical, of the Senior Class in the Music Department.
2. The candidate must have been for at least two years a student of the department.
3. The candidate must have finished the technical work required and have passed a satisfactory examination therein, at least one-half year before the certificate recital which she must give at the end of the year.
4. The candidate must have completed the required minimum of Academic Work. (See page 42.)
5. The candidate for certificate in Voice must have completed Sophomore year in piano (Course D).

Voice

- Course B.—(*Preparatory.*)—Foundation principles of breathing, tone production and enunciation. Sieber 8 measure exercises. Easy songs.
- Course C.—(*Freshman.*)—Development of technic. Elementary vocalises by Concone, Spicker, and others. Songs.
- Course D.—(*Sophomore.*)—Continued development of technic. Vocalises by Marchesi, Lamperti, Spicker. Songs and easy arias from oratorio and opera.
- Course M.—(*Junior.*)—Advanced work in technic. Vocalises. Interpretation of classic songs and arias.
- Course N.—(*Senior.*)—Advanced technic applied in vocalises, classic songs in English, French, and Italian. Oratorio and opera. Preparation of recital program.

Organ

Before beginning the study of the Organ, the pupil must have finished Course C in Piano.

- Course C.—(*Freshman.*)—Clemens' *Modern School for the Organ*. Exercises in varieties of touch and in part playing. Easy pieces.

Course D.—(*Sophomore.*)—Clemens' *Modern Pedal Technique*, Vol. 2; Carl's *Master-studies*; J. S. Bach's *Short Preludes and Fugues*.

Course M.—(*Junior.*)—Clemens continued. Carl continued. Bach's *Preludes and Fugues*. Sonatas by Merkel, Mendelssohn and Guilmant.

Course N.—(*Senior.*)—Bach's *Preludes and Fugues, and Trio Sonatas*. Sonatas and symphonies, classic and modern. Preparation of recital program.

The usual supplementary studies in hymn-playing, service accompaniment, sight-reading, modulation, registration, and structure of organ, are given progressively throughout the course.

Requirements for Certificate in Organ

The requirements for a Certificate in Organ include the completion of the Senior Course in Organ and of the Sophomore Course in Piano; two hours' daily practice (at least one at the organ) during the Senior and Junior years; and a public recital.

Violin

The course in Violin is indicated in the summary given below. Pupils of the department, if sufficiently advanced, may take part in the Orchestra, which is included in the regular work of the department.

Course C.—Correct Position and Finger Work; Bowing; Scales; Wohlfahrt Elementary Method; Mittell's Popular Graded Course, Book I.

Course D.—Scales continued; Bowing; Wohlfahrt Easy Melodious Studies; Kayser Elementary and Progressive Studies, Book I. Easy solos.

Course M.—Exercises by Schradieck; Hrimaly Scales; Kayser Progressive and Elementary Studies, Book II. Suitable pieces.

Course N.—Kreutzer Studies; Hrimaly Scales; Concertos by De Beriot Seitz, or Alard. Solos adapted to the need of students. Public recital.

A knowledge of piano, sufficient to play second grade pieces at least, is required in the case of pupils in the last two courses.

Major Course in Music

Students who wish to specialize in music may modify the course outlined on pages 44-45 according to the following plan:

Freshman Year			Sophomore Year		
	Hours	Unit		Hours	Unit
Applied Music	4	1	Applied Music.....	4	1
Theory and Ear			Harmony I.....	4	1
Training	4	1	Modern Language....	4	1
Modern Language....	4	1	English	4	1
English	4	1			
Junior Year			Senior Year		
Applied Music, 8 <i>hours</i>			Applied Music, 8 <i>hours</i>		
Harmony and Music Literature,			History and Music Literature,		
each, 3 <i>hours</i>			6 <i>hours</i>		
English, 6 <i>hours</i>			English, 6 <i>hours</i>		
Modern Language, 6 <i>hours</i>			Modern Language, 6 <i>hours</i>		
Hygiene, 4 <i>hours</i>			Music Appreciation (lecture		
			course), 1 <i>hour</i>		
			Elective, 4 <i>hours</i>		

A diploma in Music will be given on the completion of this course.

This course is not designed to meet degree requirements if the student transfers to a four-year college.

PHYSICAL EDUCATION

At Saint Mary's, special stress is laid on the care of the health and the physical development of the students.

All students are required to take the regular physical education course of two periods per week. In addition, resident students are required to exercise out-of-doors for one hour daily.

A comprehensive program of intramural sports is arranged, and an effort is made to have a team for each student who participates in extra curricula activities.

Special work is provided for those who require special treatment, on account of physical peculiarities or weakness. For such cases the family physician should send written instructions.

The Gymnasium

The Gymnasium in Clement Hall is ideal for its purpose, and is adequately equipped. Regular classes in Physical Education and many of the competitive events are held here. When the weather conditions permit, much of the work is taken on the Athletic Field, adjoining the Gymnasium, as the climate of Raleigh makes open air games and exercise possible practically throughout the year.

Swimming Pool

In 1926 the installation of the new Swimming Pool was completed. It adjoins the gymnasium in an indoor space, 40 by 110 feet. The tiled pool is 20 by 50 feet, with a depth graduation from 3 to 8½ feet. The water is heated and purified by use of a violet ray apparatus. In connection are the shower room with ten individual showers, dressing and locker rooms.

Swimming classes with opportunities for students to pass the Red Cross life saving tests are given. The use of the pool is available to all students.

Physical Examinations

At the beginning of each session and at the end of the second half-year, each student is examined by the School Physician to determine her general health and her fitness for athletics. In the event that a student is not, according to the judgment of the School Physician, physically fit, she is not allowed to participate in the regular program.

The Bancroft Triple Posture Test is given three times a year by the Director of Physical Education, and every possible effort is made to attain and conserve good posture. An accurate record of each student's weight is kept and comparative statements are available for the information of parents.

Program

The course in Gymnastics includes marching tactics, Danish gymnastics for formal work, with simple gymnastic games, relays and tumbling for æsthetic development and recreation.

Dancing is of major importance in the Physical Education program. Folk and Morris dancing is taught during the regular school periods, while tap dancing and the modern dance are offered as elective subjects.

The aim in Athletics is the development of sound health, an active play spirit, and high standards of conduct—especially as related to sports—and high ideals of living. Through the development of the above aims comes a growth of personality and character.

Competition in individual activities, such as swimming, diving, tennis, and ping pong is held, as well as competition in group sports. The group games include basket ball, volley ball, field hockey and baseball.

Horseback Riding and Golf Lessons

Horseback riding and golf lessons under competent instruction and supervision may be secured at reasonable charges. Students must secure written permission from parents to enjoy the privilege of riding.

GENERAL SCHOOL REGULATIONS

A student who enters Saint Mary's signifies her desire to be loyal to the School, to be honorable and trustworthy in her activities as a member of the student body, and to accept responsibility as well as the privileges of self-government. It is hoped that each student, by her kindness and consideration of others, will contribute to the ease of living and happiness of the School group.

The Student Government Association has formulated house regulations to promote successful group living and to protect life and property. Each student conforms to these regulations. Infringements are given consideration by the Student Honor Council, acting alone or with the Executive Council.

Local students, while present, are expected to conform to all the household requirements of the School.

The desires of parents will always be carefully considered, but the final authority in all cases is vested with the President. It is understood that in sending a student to the School the parent agrees to submit to such rules as are necessary for the good of the School as a whole. Parents wishing students to have special permission for any purpose should communicate directly with the President, and not through the student.

Students, upon arrival in Raleigh, are required to report immediately at the School, unless other plans have been approved by the School authorities. When school closes, students are expected to leave for home as soon as possible. Special letters to parents covering these regulations in greater detail are issued annually.

No student will be permitted to take less than the minimum hours of work.

Written explanations must be presented by students requesting excuse for absence, tardiness, or lack of preparation in any duty.

No student is excused from any of the regular school examinations, and all examinations missed by reason of illness must be made up.

Attendance

All students are required to arrive in time for the opening of the School session and to remain until it closes. If they arrive late without permission they are liable to forfeiture of their places in the School. If withdrawn before the close without such approval, their connection with the School is permanently terminated and their claim to a certificate of honorable dismissal is forfeited.

Holidays

The Christmas holiday is, as a rule, of two weeks' duration. Every student is required to return on time at its close.

There is no Easter holiday, and students are not to leave the school at this season. Only one day is given at Thanksgiving; students making the Honor Roll are entitled to a day's extension. All Saints' Day, Ash Wednesday and Good Friday are Holy Days.

There is a recess of six days in March.

Students whose conduct is satisfactory are allowed the privilege of going home for one week-end each semester. Additional week-ends may be earned by good scholarship and good citizenship. Necessary trips home for medical purposes will be substituted for week-end privileges.

Absence

Except for the recesses mentioned above, students are allowed to leave the School only in cases of severe illness, or for some other reason so important as to seem sufficient to the School authorities. A written application should be made as early as possible directly by the parent to the President.

An extension of permitted absence must be obtained before the expiration of the time for which the original permission was given.

No absence whatever can be allowed during the week preceding or following Christmas or Spring holiday, or from Palm Sunday to Easter, inclusive.

A student who overstays her absence without permission and approval from the School authorities may by that act terminate her connection with the School.

General Discipline

With regard to discipline it is desired to have as few rules and to grant as many privileges as possible. But in so large a community the rules must be obeyed uniformly and enforced impartially, and privileges must be withdrawn if they are abused or work injury to the individual or the School. It should be remembered that no privilege can be allowed to any one which could not, *under similar circumstances, be allowed to all* who ask for it. In working together for the good of the whole School both parents and School authorities will in the end succeed best in securing the good of each individual.

A student, who for reasons of conduct or scholarship, or whose influence in the opinion of the Executive Committee is injurious to the student body, or to the welfare of the school, may be requested to withdraw.

Visits

The presence of a parent in Raleigh does not in any respect excuse a student from any regulations of the School, and only in most exceptional cases may special permission be granted.

The President is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be conveni-

ent to them, and she will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. It is, however, not convenient to have parents spend the night at the school. In general, *students are not excused during school hours*, and no exception is made to this rule, except where a parent from a distance happens to stop over in Raleigh for only a short stay. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them.

No student is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

All visitors are received in the parlor.

Invitations to students should be sent through the President.

Church Attendance

As Saint Mary's is distinctly a Church school, all resident students are expected to attend all Chapel services.

Room Assignments

In assigning room place to a student her length of attendance, age, classification and the date of formal application will be considered.

Until May 1st of each year the applications of returning students have preference over the applications of new students in the designation of the choice of room-places for the following year. Definite room-places will not be assigned unless applications are regularly made for all the room-places in that room. If a student who files her reapplication has no prospective roommate with application on file she may sometimes be assigned to a definite hall, but not to a definite room. The assignments made will be posted as reapplications are received.

On May 1st all applications of new students are listed for room assignment in the order of the date of their receipt and all subsequent applications are listed as received.

Relative to any definite room assignment, the right to change a student at any time from one room to another is not waived if it is best for the order of the School.

For the protection of the student body, the school reserves the privilege of examining the rooms and the contents of furniture and trunks.

Communications

The right is reserved by the School to make such rules as may be required for the regulations of receipt of telegrams, telephone calls, C. O. D. packages, and special delivery letters addressed to students. Post Office money orders may be collected or obtained through the Business Manager's Office.

Students will not be called from classes or other scheduled appointments to answer the telephone. As no night operator is on duty, the School should not be called on the telephone between the hours of 9:45 P.M. and 7:30 A.M., except in emergency.

Dress

Parents will confer a favor by maintaining simplicity in the dress of their daughters; dresses of extreme style may not be worn.

All students are expected to wear simple white dresses on Easter morning and at Commencement.

The Dress Regulations as approved for the current session follow: Articles required include: one pair of low-heeled walking shoes and rubbers; one pair bedroom slippers (not

mules) ; suitable hats, dresses, suits and coats. Articles which should not be brought to school include: elaborate evening dresses, expensive jewelry. The school cannot be responsible for the loss of clothing, money, or jewelry of any kind.

Dressmaking should, so far as possible, be attended to at home, as there is neither time nor opportunity for it at Saint Mary's, except as given in the Domestic Art course.

Health Precautions

Students exposed to contagious diseases should not return to the School without previous consultation with the School authorities.

Inoculation for immunity against smallpox and typhoid is strongly advised, this to be administered at home during vacation before entering the School.

Eyes and teeth should be attended to before the student enters school. *Such work as is necessary during the school year should be done in Raleigh.*

Food

It is a universal experience that boxes of food constantly cause sickness, hence it is recommended that students receive only one box of food at Thanksgiving and one at Easter. Candy may be sent occasionally, fruit at any time, and a cake at the student's birthday.

Students' Supplies

Each new resident student is required to furnish: Six sheets, 63 x 90 ; one pillow ; three pillow cases, 42 x 34 ; suitable spreads, blankets and comfort for single bed ; six linen napkins, 20 x 20 ; six towels ; one large shoe bag ; umbrella ; hot water bottle.

A standard Gymnasium costume, including one blue washable tunic, two white blouses, two pair socks and one tank suit, is required. This outfit, made to order, may be procured from a local shop at a cost of approximately \$8.15, a price approved by the school. Order blanks will be furnished upon receipt of student's registration fee. An advance payment of \$5.00 is to be made with order, the balance to be charged on the student's Class Room Supplies account upon her arrival at school when outfit ordered will be delivered to her.

The student should provide for herself a white bathing cap and a pair of white keds or similar gymnasium shoes.

These supplies, excepting table napkins, and all articles of clothing must be marked with name tapes giving owner's full name, not merely initials. Blanks for securing the inexpensive name tapes recommended as satisfactory will be furnished upon request by the Business Manager.

Students should send bedding and towels needed for the first night at school by insured parcel post, addressed to themselves, care Saint Mary's School, Raleigh, North Carolina, on or before September 10th, 1936, that their rooms may be ready for occupancy on arrival. No other personal belongings should be included.

Personal Funds

For spending money a limited, monthly allowance is recommended as tending to give the student a proper sense of the value of money and certain business training and responsibility in its use.

Parents may make deposits with the school office and designate the sum to be paid during each week to the student, or furnish her a checking account and designate the sum of checks to be cashed during each week.

Students are advised to deposit their money in the school office and not keep it in rooms.

The school cannot pay bills or advance funds to students for any purpose. Bills must not be contracted at the stores and the attention of merchants is called to this regulation.

Laundry

The school operates its own laundry and an allowance is included in the General Charge for each student of \$2.00 per week or \$35.00 for each Half-Year at regular laundry prices. Laundry lists with prices will be sent upon request. Students are expected to limit the number of fancy pieces. If the allowance is exceeded, one-half of the excess is charged on the student's "Classroom Supplies" Account.

Medical

The following statement with regard to the School Physician was adopted at the May, 1914, meeting of the Executive Committee:

"The health of the School is under the charge of the School Physician, and all boarding students are under his care, but with the previous consent of the President and the School Physician some other reputable physician may be called in to meet the School Physician in consultation."

The charge involved, which is included in the General Charge, entitles resident students to the attention of the School Physician in all cases of ordinary sickness, and to such ordinary medical supplies as may be needed, without further charge. Cases of contagious diseases, major surgery, special treatment of eyes and ears and dental services, however, are not included; the expense of these, when necessary, must be borne by the parent or guardian. It is understood that any patron may, if so inclined, pay a special fee to the School Physician, in case of extraordinary or long continued sickness. All special prescriptions are charged extra.

FINANCIAL SECTION

Registration

Upon the students' reporting at school for registration the parents (or guardians) become responsible for the payments of all charges for the full school year, which covers the period from mid-September to June 1st, approximately. No student is accepted for a shorter period than the full school year, or that portion of the full school year remaining after the date of her entrance.

It is important that students report for registration on the dates given in the school calendar. A penalty charge of five dollars is made for late entrance.

No reduction is made on account of the absence or voluntary withdrawal of the student for any reason other than her protracted illness of six weeks or more, as evidenced by certificates from two physicians, one of whom shall be the school physician. Under these conditions, the school will allow a reduction of one-half the pro rata General Charge for the period the student is absent from school, or from the date her room place is surrendered, thus sharing the loss equally with the parent. Adjustments of illness reduction will be made at the end of the school year during which the illness occurs.

All payments must be met promptly when due, or the student may be debarred from classes and all school activities and her withdrawal from the School be required.

Charges

General Charge—for the session.....	\$700.00
Classroom supplies and miscellaneous charges.....	50.00

The General Charge covers tuition in all Academic, Business, and Fine Arts courses:—Art, Expression, Organ, Piano, Voice, and Violin, but no student may register for more than two Fine Arts courses, with limitation of credits in these subjects as stated on pages 36 to 47.

Also included in the General Charge are the charges for board, room expense, laundry, contingent, medical, and library fees.

As indicated above, a regular student may register at a maximum cost of \$750.00 for the session, the expense for clothing, room supplies, and spending money being the same at Saint Mary's as in their own homes.

Miscellaneous Charges

The policy at Saint Mary's is to keep all additional miscellaneous charges at the absolute minimum and all possible cooperation is given the student with this end in view. The following schedule itemizes these charges, which are carried to the student's Classroom Supplies Account. Her classification determines those items to be charged. These total charges for the large majority of our students do not exceed fifty dollars for the session.

Laboratory Charges (for each half-year) :

Biology.....	\$ 2.50
Chemistry.....	5.00
Domestic Science.....	5.00
Physics	2.50
Use of Church Organ (for each half-year).....	10.00
Use of Piano (for each half-year).....	5.00
Supplies in Art Department (for each half-year).....	15.00
Supplies in Domestic Art (for each half-year).....	15.00
Lectures and Recitals (maximum for each half-year)..	2.50
Diplomas: High School Department (graduates).....	2.00
College Department (graduates).....	5.00
Certificates: Special Departments (each).....	2.00
Late Registration (penalty).....	5.00
Special Examinations (each).....	1.00
Duplicate Transcript of Record (each).....	1.00
Special Chaperonage (per hour).....	.50
Student Activities (maximum for the session).....	10.00
Gymnasium Outfit (maximum over \$5.00).....	3.15

Payments**General Charge**

Full payment of the General Charge for the session, \$700.00, may be made upon date of students' registration, but a minimum payment of \$475.00 is required on or before the September registration date with the deferred payment of \$225.00 to be made on or before the date school reopens after the Christmas vacation. Students are not eligible for class room work or to take examinations if General Charge payments are in arrears.

Miscellaneous Charges
Classroom Supplies Account

To this account is charged, as needed, the students' necessary classroom supplies, chiefly books, and the miscellaneous charges applying to her individual classification.

Diploma and certificate charges are made when students become candidates for these honors.

The present high prices of classroom supplies force us to notify our patrons that at least fifty dollars must be budgeted to this account. Two deposits of twenty-five dollars each are required, the first to be made on or before the September registration date and the second when the first deposit has been reduced to one dollar by purchases charged. The second deposit is generally needed in November.

All regular students are required to have a credit balance of at least twenty-five dollars in this account when school reopens after the Christmas vacation.

Charges may not be made to this account when the credit balance has been reduced to one dollar. When this occurs, both students and parents are notified and the additional deposit recommended should be made immediately. Students without required supplies cannot be successful in their classroom work.

Credit balances in this Classroom Supplies Account are refunded to parents not indebted to the school, soon after the close of the session. Itemized statements are sent at the close of the session or upon request.

Room Reservation—Registration

Requests for registration, including room reservation, are accepted at any time prior to the registration date, when accompanied by check of ten dollars, and hold all possible advantages, in room location and choice of roommate, until

the opening date in mid-September. When the student reports and registers, this ten-dollar payment reverts to her in a credit to the Student Activity charge. Should the student fail to register, this payment cannot be refunded.

The Student Activities charge, which may not exceed \$10.00, is paid by all regular students, both resident and day. It includes subscriptions to the *Stage Coach*, the Saint Mary's School annual publication; to the Student numbers of the *Saint Mary's School Bulletin*; to the *Belles*, the students' bi-monthly news sheet; all Literary and Athletic Society dues; and any other charge authorized by vote of the Student Body prior to October 15th.

Reductions

A reduction is made in the general charge, for the session, of \$175.00 to daughters of clergymen of the Episcopal Church. This reduction is credited \$120.00 on the September payment and \$55.00 on the January payment. This reduction is not available to students enjoying the benefit of Saint Mary's major scholarship awards.

Opportunity is given a limited number of qualified students to receive suitable remuneration for services rendered as assistants in office, post office, or library, which may be applied as a reduction to General Charges or received in cash. These positions not available to students holding scholarship awards or clergy discounts if there are other applicants.

No reduction in general charge is allowable for late entrance.

New students may register during January for the work of the second Half-Year at a pro rata General Charge.

No reduction can be made resident students who take only partial courses in either the Academic or the Business Department.

Day Students

Charges and Payments

The tuition charge for Day Students is \$175.00 for the session, payable \$100.00 on or before the September registration date, the deferred payment of \$75.00 payable on or before the date school reopens after the Christmas vacation.

The above charge covers tuition in all academic, business, and Fine Arts courses:—Art, Expression, Organ, Piano, Voice, and Violin; also contingent and library fees. The Day Student is entitled to all the advantages offered the Resident Student, other than living expense allowance.

The same regulations apply to Day Students regarding charges and payments:—for registration, class room supplies, entertainment fee, and miscellaneous charges according to classification, as given in this Catalogue as applying to the Resident Student.

Special Students

Charges and Payments

Courses in the Academic, Business, and Fine Arts Departments will be open to nonresident Special Students, who may register for one half-year, or for the remainder of a half-year.

The tuition charge for each Academic or Business subject is \$17.50 for the half-year. The tuition charges for courses in Fine Arts—Art, Expression, and Music Departments—are the same as in effect for the 1936-37 session.

These tuition charges are payable for one half-year upon registration.

Spending Money Accounts

Students should have all checks for personal use cashed at the School office. The responsibility for the safe care of spending money deposited at the Business Manager's office is accepted and each student may open a Spending Money Account, which will be supervised, as far as possible, in accordance with Parents' wishes.

Checks

All checks in payment of any of the above charges should be made payable to Saint Mary's School.

Honorable Dismissal

No honors will be awarded and no certificates of dismissal to other institutions can be given until all financial obligations to the school have been satisfactorily settled. Students in arrears are not eligible to hold offices in Student Activity organizations.

SCHOLARSHIP SECTION

In order to receive or to continue to hold the benefit of any scholarship paying more than \$100 a year the scholarship holder is expected to fulfill the following conditions:

1. She must by examination enter at least as high as the 2nd year preparatory class without conditions.
2. She must take at least 15 hours of work each year.
3. She must take a regular course leading to graduation.
4. She must each year do such work and conduct herself in such a way as to receive the recommendation of the President for continuation or reappointment as a holder of a scholarship.
5. She must file regular application papers; must pay the Registration Fee by August 1st; and must pay promptly when due such proportion of cash as is required over and above the amount the scholarship provides.
6. She must submit in writing evidence to show that parents or other relatives are not able to provide the means for her education. (This does not apply to the Competitive Scholarships nor to the Annie Smedes Root Scholarship.)

Please note that the appointment to any scholarship cannot be regarded as final until the applicant has received from the President of the school a written statement to the effect that the student has fulfilled the foregoing conditions and that the scholarship has been awarded.

The amount of the scholarship award is not fixed for more than one session and may be changed depending upon investment income.

Major scholarships are those carrying an award of \$125.00 or over.

Noncompetitive Scholarships

- (A) 1. **Raleigh City Schools.** Award:—Value \$175.00

One awarded each year; the holder nominated by the Principals of the Raleigh High Schools.

2. **Mary Ruffin Smith.** Memorial:—Value \$50.00

The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese.

3. **Mary Cain.** Memorial:—Value \$35.00

The holder designated by the Principal of Saint Mary's School, with preference to the descendants of the said Mary Cain.

- (B) 1. **Mary Ruffin Smith.** Endowed:—Value \$125.00

The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese.

2. **Mary Ruffin Smith.** Endowed:—Value \$125.00

The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese.

3. **Mary E. Chapeau.** Endowed:—Value \$150.00

The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese; primarily for daughters of the Episcopal clergy.

4. **Mary E. Chapeau.** Endowed:—Value \$150.00

The holder resident of the Diocese of East Carolina, nominated by the Bishop of the Diocese; primarily for daughters of the Episcopal clergy.

5. **The Madame Clement.** Memorial:—Value \$250.00

The holder nominated by the President of the Board of Trustees after conference with his fellow Bishops of the Board.

6. **The Eliza Battle Pittman.** Memorial:—Value \$350.00

The holder, resident of Edgecombe County, North Carolina, nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.

(B) 7. **The Eliza Battle Pittman.** Memorial:—Value \$350.00

The holder, resident of Edgecombe County, North Carolina, nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.

8. **The Martin.** Endowed:—Value \$110.00

The holder nominated by the President of the Board of Trustees, acting for the Board.

9. **The Annie Smedes Root.** Endowed:—No award

Competitive Scholarships

These scholarships, when vacant, are filled by competitive examination of qualified applicants.

(C) 1. **The David R. Murchison.** Endowed:—Value \$160.00

The holder to be resident of the Diocese of East Carolina.

2. **The Smedes.** Endowed:—Value \$200.00

The holder resident of North or South Carolina.

STUDENT LOAN FUNDS

Two student loan funds are available to worthy applicants who wish to enter Saint Mary's.

(1) The *Mrs. Julia Martha Johnston Andrews Student Loan Fund*, established by her children in 1925-1926, and frequently increased, now has a corpus of \$5,500.00.

(2) The *Masonic Student Loan Fund*, established by the Grand Lodge of North Carolina in 1925 and increased in 1927, now has a corpus of \$1,000.00. (*Subject to Donor's regulations.*)

These Loan Funds as available may apply as cash payments on the General Charge through interest-bearing notes signed by the student and one parent, and drawn for eight months. Partial payments in any amount may be made at any time to reduce the face of the note and interest charges accordingly. The maximum amount that may be allowed one family during one session is \$200.00. These notes are to be considered both a moral and a legal obligation. Preference is given to students in the Senior Class, prompt payment being expected in order that the principal may be placed at the disposal of as many worthy students as possible. These loans are not available to students holding scholarship awards or clergy discounts. It is our desire that these funds may be constantly administered with a view to the best interest of the student.

Woman's Auxiliary Students' Aid

The Woman's Auxiliary of the Diocese of East Carolina has for several years contributed annually towards the General Charge of a student from that Diocese. The holder of this aid is nominated by the Bishop of the Diocese of East Carolina.

ALUMNÆ SECTION

Officers of the Saint Mary's Alumnae Association for 1937-38

Mrs. Alex Cooper, <i>President</i>	<i>Henderson, N. C.</i>
Mrs. J. V. Higham, <i>Vice-President</i>	<i>Raleigh, N. C.</i>
Mrs. Howard Hartzell, <i>Secretary</i>	<i>High Point, N. C.</i>
Mrs. W. A. Withers, <i>Treasurer</i>	<i>Raleigh, N. C.</i>
Miss Kate W. Spruill.....	<i>Raleigh, N. C.</i>
<i>General Alumnae Secretary</i>	

Alumnae Council

Mrs. W. D. Toy.....	<i>Chapel Hill, N. C.</i>
Mrs. P. E. Davis.....	<i>Raleigh, N. C.</i>
Miss Easdale Shaw.....	<i>Rockingham, N. C.</i>
Miss Mae Johnson.....	<i>Raleigh, N. C.</i>
Mrs. W. A. Goodson.....	<i>Winston-Salem, N. C.</i>
Mrs. F. P. Graham.....	<i>Chapel Hill, N. C.</i>
and the officers, <i>ex officio</i>	

The Alumnae Association of Saint Mary's, which was first established in 1880 and meets annually at Commencement has done effective work in aiding the progress of the School.

In addition to constant assistance rendered Saint Mary's by the individual members, the Association has completed four special works of importance.

(1) The *Foundation of the Smedes Memorial Scholarship* in Saint Mary's, in memory of the founder and first Rector of Saint Mary's, his wife, and his son, the second Rector, was undertaken early in the life of the Association and completed in 1903, when an endowment of \$4,000 was turned over to the Trustees.

(2) The *Enlarging and Improving of the Chapel*, around which the fondest recollections and deepest interest of the Alumnæ center, was undertaken in 1904, and the enlargement and adornment was completed in 1905 at a cost of more than \$3,500.

(3) The *Endowment of the Mary Iredell and Kate McKimmon Fund* in Saint Mary's was undertaken at the 1907 Commencement and the sum reached \$5,000 in 1916.

(4) Substantial gifts and subscriptions warranting the purchase of the new organ installed in the chapel during the summer of 1926 have been made.

The Alumnæ are organized as far as possible into local Chapters in their several cities and towns, and these Chapters hold semiannual meetings on November 1st, Founders' Day, and May 12th, Alumnæ Day, each year.

There are upward of 200 members of the Raleigh Alumnæ Chapter, and there are thirty-one active Chapters in North Carolina cities and towns as well as in neighboring and distant states.

REGISTER OF STUDENTS

1937-1938

(The * indicates nonresident students)

Senior Class

Phoebe Bashore.....Pa.	Jean Miller.....N. C.
Pauline Bates.....Va.	Alexa McColl.....S. C.
Jean Blount.....N. C.	*Sarah McGrady.....N. C.
Margaret Burgwyn.....N. C.	Mary Elizabeth Neff.....Va.
Anne Burnett.....N. C.	Helen Noell.....N. C.
Doris Butler.....N. C.	*Rebecca Norman.....N. C.
*Anne Cox.....N. C.	*Sarah Oliver.....N. C.
Julia Ruggles Creech.....N. C.	*Helen Page.....N. C.
Sylvia Cullum.....S. C.	*Louise Partrick.....N. C.
Ann Dawson.....N. C.	Martha Patton.....N. C.
Sairfax Dockery.....N. C.	Josephine Pope.....N. C.
*Willa Drew.....N. C.	*Helen Redfern.....N. C.
Elizabeth Dudley.....Ga.	Mary Louise Riddick.....N. C.
Sallie London Fell.....N. J.	Mary Emma Robbins.....N. C.
*Doris Goerch.....N. C.	Kathleen Roberson.....S. C.
Sarah Griffith.....N. C.	*Sarah Ruark.....N. C.
Louise Hall.....N. C.	*Charlotte Ruffner.....N. C.
Katherine Hancock.....Va.	Agnes Sanford.....N. C.
*Betsy Hobby.....N. C.	Ruth Seidler.....N. J.
Peggy Holmes.....N. C.	Anne Shook.....N. C.
Pauline Holt.....N. C.	*Cuba Silver.....N. C.
Mabel Humphrey.....N. C.	Nancy Taylor.....N. C.
Grant Jones.....N. C.	Elizabeth Thomas.....Md.
Patsy Jones.....N. C.	*Winifred Vass.....N. C.
Louise Jordan.....N. C.	*Mary Galt Williamson.....N. C.
Letitia Knox.....N. C.	*Betty Wright.....N. C.
*Mary Anne Koonce.....N. C.	Mary Jane Yeatman.....Tenn.
*Nancy Maupin.....N. C.	

Junior Class

Virginia Allison.....N. Y.	Ruth Billingslea.....Md.
Theresa Anderson.....Tenn.	Lillian Boschen.....N. J.
Lucy Ashton.....Va.	Nancy Brantley.....N. C.
Mary Frances Balles.....S. C.	*Virginia Cates.....N. C.
*Rachel Ball.....N. C.	Sarah Elizabeth Chapman.....S. C.

*Annie Webb Cheshire.....N. C.	*Mary Lily Moore.....N. C.
Sue Allen Clapp.....Ga.	Winifred Morrison.....Va.
Harriet Corbitt.....Va.	Nancy McIver.....N. C.
Francis Coxe.....N. C.	Mary Sue Newell.....N. C.
Mary Connally Coxe.....N. C.	*Mary Olsen.....N. C.
*Hixie Mae Davis.....N. C.	*Josephine Peoples.....N. C.
Laura Dingle.....Texas	Mary James Perry.....S. C.
Louise Donald.....S. C.	Lucy Pittenger.....N. C.
Jane Emerson.....N. C.	*Pauline Ponton.....N. C.
Marjorie Wood Fagan.....N. C.	Harriett Jo Poor.....Ky.
Helen Jean Farmer.....N. C.	Aylett Putney.....Va.
McDowell Foote.....Va.	*Mary Shepherd Quintard.....N. C.
*Virginia Foster.....N. C.	Elizabeth Rodwell.....N. C.
Mariana Hancock.....N. C.	Elizabeth Sauvain.....N. C.
Charlotte Harris.....Va.	Sarah Sawyer.....N. C.
*Florence Harris.....N. C.	*Rosemary Schenck.....N. C.
Katharine Harris.....N. C.	Dorothy See.....Ga.
Merrie Haynes.....N. C.	Chita Smith.....Ala.
Elizabeth Holmes.....N. C.	Palmer Smith.....Ga.
Helen Holt.....N. C.	*Virginia Smith.....N. C.
Margaret Hopkins.....Md.	Martha Anne Speight.....N. C.
Betty Huffines.....N. C.	Jane Spruill.....N. C.
Elizabeth Humrichouse.....Md.	Mary LeRoy Stanton.....S. C.
Jean Hunt.....N. C.	Louise Struthers.....N. C.
Elizabeth Hunter.....Va.	Lossie Taylor.....N. C.
Sarah Korn.....N. J.	Hallie Townes.....N. C.
Jane LeGrand.....N. C.	Helen Valentine.....Pa.
Martha Lewis.....N. C.	Jane Vann.....N. C.
Penelope Lewis.....Va.	Frances Warren.....N. C.
Anne Lombard.....Ga.	Mallie White.....Ala.
Anne Lynch.....N. C.	Hazel Williams.....Miss.
*Rose Martin.....N. C.	Lily Norwood Wilson.....Va.
Irene Mitchell.....N. C.	Sarah Frances Wright,
Helen Montgomery.....Va.	Macon, Ga.

Conditional Juniors

Jane Acree.....Va.	Cornelia Gillam.....N. C.
Virginia Barker.....Tenn.	Margaret Griffin.....N. C.
Margaret Bevilaqua.....Va.	Elizabeth Haislip.....N. C.
Frances Buck.....N. C.	Georgianna Hetsch.....Ky.
Rebecca Davis.....N. C.	Mary Tudor Hudson.....N. C.
*Mary Frances DeBoy.....N. C.	*Rhea Hughes.....N. C.
Anne Easley.....Va.	*Elizabeth Hunt.....N. C.
*Marjorie England.....N. C.	*Virginia Lee Kirby.....N. C.
Mary Few.....Ala.	*Alice Ligon.....N. C.
Frances Fish.....N. J.	Margaret Lewis.....N. C.
Anne Flowe.....N. C.	Mary Luck.....Va.

Janet Marden.....	Mass.	Anne Hooe Rust.....	Va.
Nancy Murchison.....	D. C.	Margaret Taylor.....	N. C.
*Betty Neal.....	N. C.	Mildred Taylor.....	S. C.
Metta Phillips.....	N. C.	Frances Thompson.....	N. J.
*Wanda Phillips.....	N. C.	Ida Turner.....	France
Ruth Hunt Purnell.....	S. C.	Catherine Wellman.....	N. C.
Louise Robinson.....	Mass.	Louise Wilson.....	Va.
Elizabeth Ruffin.....	N. C.	Nancy Wolfe.....	Va.

Sophomores

*Margaret Castleman.....	N. C.	Sarah Foard MacNider.....	N. C.
Cathleen Castles.....	N. J.	Nancy Marshall.....	N. C.
Martha Clovis.....	W. Va.	*Emily Schenck.....	N. C.
Marguerite Crow.....	Texas	Anne Stanley.....	Va.
*Margaret Cutliff.....	N. C.	Ellen Taylor.....	Va.
Ruth Elizabeth Davis.....	N. Y.	Virginia Trotter.....	Ga.
Helen Lu Divers.....	Va.	*Elizabeth Tucker.....	N. C.
Erwin Gant.....	N. C.	Martha Watts.....	Va.
*Maxine Hoffman.....	N. C.	Mary Elizabeth Woods.....	Conn.
Helen Kendrick.....	N. C.		

Conditional Sophomores

Annis Elizabeth Beasley.....	N. C.	Ann Elise Martin.....	S. C.
Gertrude Carter.....	Va.	Page McLendon.....	Tenn.
Elizabeth Cleavenger.....	D. C.	Frances Smith.....	S. C.
Dorothy Diggs.....	Wyo.	Meta Sompayrac.....	S. C.
Mary Willis Douthat.....	Va.	*Sarah Sutton.....	N. C.
Jane Garrett.....	N. C.	Mary Miller Wheat.....	Va.
*Katherine Hardison.....	N. C.	Mary Lynn White.....	N. C.
Virginia Lee Ibold.....	N. C.	Elizabeth Wilson.....	N. Y.

Freshmen

*Wycliff Allen.....	N. C.	Carolyn Miller.....	N. C.
Susan Baker.....	N. C.	Lucile Mitchell.....	N. C.
Jean Ballenger.....	S. C.	Meredyth McIntyre.....	Colo.
Laura Boykin.....	N. C.	Ellen Mary Orr.....	Fla.
*Josephine Johnson.....	N. C.	Carolyn Reed.....	N. Y.
Mary Kistler.....	N. C.	*Ann Seeley.....	N. C.
Florence B. Lockwood.....	D. C.	*Louise Williams.....	N. C.
Kathryn Long.....	Ohio		

Prep B Class

Martha Frances Armstrong.....	N. C.	Janet James.....	N. C.
Martha Blythe.....	N. C.	Mildred Littlefield.....	R. I.
Virginia Brock.....	Ill.	Elizabeth Oates.....	N. C.
*Martha Chase.....	N. C.	Barbara Rainey.....	La.
Elizabeth Clarkson.....	Fla.	Yvonne Rumfeldt.....	Canada
Margaret Crenshaw.....	Minn.	Susan Somervell.....	N. Y.
Mary Davis.....	N. C.	Lois Thompson.....	D. C.
*Mary Louise Dunn.....	N. C.	*Sarah Frances Tucker.....	N. C.
Sue Harward.....	N. C.	Virginia Work.....	Fla.
Mary Alice Hoover.....	N. C.		

Business Class

Mary Barroll.....	Pa.	*Nancy Mann.....	N. C.
Eileen Brent.....	Va.	Mary Midyette.....	N. C.
Mildred Brumby.....	N. C.	Elizabeth Parker.....	N. C.
Aileen Bynum.....	N. C.	Ernestine Rich.....	Pa.
Virginia Christman.....	S. C.	Lillie Robertson.....	N. C.
Norrish Dameron.....	S. C.	*Ellen Ross.....	N. C.
*Dorothy Duke.....	N. C.	Elizabeth Sibley.....	N. C.
Mary Elizabeth Gaither.....	N. C.	*Mary Green Thiem.....	N. C.
Mary Gault.....	N. C.	Rebecca Tucker.....	N. C.
*Margaret Hamaker.....	N. C.	Eugie Watters.....	N. C.
Virginia Hardin.....	Ga.	Florence Withers.....	N. C.
Bettie Phillips Harris.....	N. C.	*Jane Womble.....	N. C.
*Barbara Honeycutt.....	N. C.	Sarah Frances Wright,	
Dorothy Kerr.....	N. C.	Atlanta, Ga.	

Specials

Brooke Allan.....	N. C.	*Ann Castleman.....	N. C.
*Mrs. Howard Barrow.....	N. C.	Eliza Kuyk.....	Ga.
*Mrs. L. E. Blackman.....	N. C.	*Ann Marie Seltman.....	N. C.
Beverley Bridgers.....	N. C.	Frances Vann.....	N. C.
*Virginia Lee Campbell.....	N. C.		

Total Registration for 1937-38 Session, 274.

Resident Students, 208; Day and Special Students, 66.

LECTURES AND ENTERTAINMENTS

1937-38

September 18.....	Old Girl-New Girl Party.
September 25.....	North Carolina-South Carolina Football Game.
October 1.....	Sigma-Mu Party.
October 2.....	Carolina-N. C. State Football Game.
October 6.....	School Reception for Raleigh friends.
October 9.....	Duke-Tennessee Football Game.
October 16.....	N. C. State-V. P. I. Football Game (night).
October 19.....	Y. P. S. L. Picnic Supper.
October 20.....	Lecture—Ruth Bryan Owen Rhode.
October 23.....	Carolina-Tulane Football Game.
October 28.....	The Rev. B. Iddings Bell (Morning Assembly) ; Hallowe'en Party.
October 30.....	Carolina-Fordham Football Game.
November 2.....	Faculty Music Recital.
November 8.....	Concert—Suzanne Fish, Soprano, (Civic Music Association).
November 13.....	Carolina-Duke Football Game.
November 15.....	Avon Players present <i>Macbeth</i> .
November 18.....	Avon Players present <i>Hamlet</i> .
November 19.....	Recital—Helen Howe, Monologist.
November 20.....	N. C. State-Duke Football Game.
November 30.....	Frederick Koch's Puppet Show.
December 4....	Play (State Theatre)—“You Can't Take It With You.”
December 8.....	Lecture—The Rev. John Gass, D.D.
December 9.....	Students' Music Recital.
December 11.....	Senior Dance.
December 12.....	Studio Recital (Miss Scott's pupils).
December 13.....	Concert—Jan Smeterlin, Pianist (Civic Music Association).
December 15.....	Swimming Meet and Water Pageant.

January 28.....	Concert—National Symphony Orchestra (Civic Music Association).
January 29.....	Carolina Playmakers present <i>Boy Meets Girl</i> .
February 2.....	Classic Guild presents Scenes from Shakespeare.
February 7.....	Carlton Palmer gives Art Lecture and Exhibit.
February 8.....	Dramatic Club presents <i>The Rivals</i> .
February 15.....	Valentine Dinner.
February 16.....	Brother Rat, State Theatre.
February 18.....	Recital, Miss Katherine Stuart, Soprano (Faculty).
February 20.....	Lecture, Race Relations, by Dr. N. C. Newbold.
February 27.....	Tea at State College.
March 5.....	Demonstration, Physical Education Department.
March 9.....	Lenten preacher, The Rev. Henry I. Louttit.
March 12.....	Recital, Miss Mary Ruth Haig, Pianist (Faculty).
March 24.....	Trudi Schoop Ballet (Civic Music Association).
March 26.....	Dramatic Club presents "Poor John" in Dramatic Tournament at Chapel Hill.
March 30.....	Lenten preacher, The Very Rev. Noble C. Powell, D.D.
April 2.....	Glee Club presents "Iolanthe."
April 6.....	Lenten preacher, The Rev. John B. Walthour.
April 10.....	Choir Supper.
April 12.....	Home Economics Tea.
April 22.....	Grace Moore, Memorial Auditorium.
April 23.....	Junior-Senior Dance.
May 14.....	May Day.
May 28.....	Dramatic Club presents Shakespearean Play.
May 29.....	Baccalaureate Sermon.
May 30.....	Class Day; Students' Music Recital; Exhibitions in Departments of Art, Home Economics, and Business; Reception for Seniors.
May 31.....	Commencement Day.

BEQUESTS

Saint Mary's School asks the consideration of beneficent persons who wish to give during their life time or bequeath by will substantial aid to the cause of Christian education.

We need gifts for endowment, improvement of buildings, increase of library, scholarships and student loan funds for worthy girls.

Definite information regarding these matters will be gladly furnished at any time.

Form of Bequest

"I give, devise and bequeath to the Trustees of Saint Mary's School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given)..... in trust that it shall be used for the benefit of said school, in the discretion of said Trustees, for building, improvement, equipment, or otherwise."

(or)

"in trust to be invested and the income derived therefrom to be used for the benefit of said school in such manner and for such purposes as to the Trustees may seem best."

REQUEST FOR REGISTRATION

For the 1938-39 Session as a Resident Student

Requests, when accompanied by check of Ten Dollars (\$10.00) registration fee, are now being accepted for admission to Saint Mary's School and Junior College as a resident student for the 1938-39 session, which opens in mid-September.

These requests are listed in the order of the date received at Saint Mary's. They carry certain valued advantages in room location and choice of roommate, held until the opening of school. Each resident student at Saint Mary's pays the same general charge.

Upon the registration of students in mid-September, the ten-dollar charge reverts to the student in a credit to her Student Activities account. (See page 96.) Should the student fail to register, this charge cannot be refunded.

We hope Saint Mary's advantages appeal to you favorably and will be pleased to have this form signed and returned. No further financial obligation is incurred until the student reports and registers. Full details regarding charges and terms are given in the financial section, beginning on page 92.

Request for Admission 1938-39 Session

Date....., 1938.

Name of Parent.....

Address:—Street.....

City..... State.....

Name of Student.....

Date of Birth: Day.....Month.....Year.....Age.....

Will Enter High School Department (Yes or No).....

Will Enter Junior College Department (Yes or No).....

Underline the Fine Arts courses she intends to take: Art, Expression, Piano, Voice, Organ, Violin.

*Mail to SAINT MARY'S SCHOOL, A. W. TUCKER, Business Manager,
RALEIGH, NORTH CAROLINA*

SAINT MARY'S SCHOOL BULLETIN



SAINT MARY'S SCHOOL
AND JUNIOR COLLEGE

RALEIGH, NORTH CAROLINA

SCHOOL-LIFE NUMBER

SESSION OF

1937-1938

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Saint Mary's School Bulletin

SCHOOL-LIFE NUMBER

March, 1938 RALEIGH, NORTH CAROLINA Series 27, No. 2A

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Four issues of the BULLETIN are published during the school year: The Alumnæ Number in October, the Catalogue Number in February, the School-Life Number in March, and the Commencement Number in June.

Articles of interest to students and alumnae are requested. Address communications to SAINT MARY'S SCHOOL BULLETIN, Saint Mary's School, Raleigh, N. C.

EDITORIAL

As month after month passes we realize that Spring has come at last—and with it the last part of our school year. We have long looked forward to the final chapter in our life at Saint Mary's, but now that it is so quickly drawing near, we begin to realize that these fleeting months have been—and will be—our most valuable memories in years to come. Not one phase of our life here, but the grand combination of school work, activities, and deep friendships have instilled within us the long lasting spirit of Saint Mary's. The everyday tempo and the important highlights together make up our most memorable picture of these months and years; that picture of our school life, with its lights and shadows, can never fade.

GENERAL ACTIVITIES

SCHOOL LIFE IN REVIEW

The past three months at Saint Mary's, when reviewed from the point of view of School Life, have been the busiest and most progressive of the school year thus far. In each of the various departments—Academic, Athletic, Dramatics; Organizations; and Social Life—we see not only the usual news, but changes and developments that characterize continual improvements. In the realm of school work, the fine arts departments continue to grow and increase in both size and scope. We have anxiously awaited the reaction to this change in the curriculum, making it possible for each girl to take, without added expense, two courses of Art, Expression or Music. By this time it is apparent that Saint Mary's will continue to hold her place in the front rank of institutions devoted to the spread of intellectual and cultural education in Fine Arts.

In February the Student Government instituted a new plan of penalties for house rules, doing away with the old plan of night study hall for those students whose grades were low. Instead, all girls study in their rooms, except those who fail to remain quiet on the halls. While this plan is still tentative, we believe it will be made permanent before the end of the school year.

The Dramatic Club has done its usual excellent work under Miss Davis: *The Rivals* was very successfully presented February eighth; the expression classes were likewise successful in their one-act plays. The members of the Dramatic Club are now rehearsing both the Chapel Hill contest play and the Shakespearean comedy which will be given during commencement week.

In the Department of Athletics basketball practice has begun and we are expecting excellent teams this year. On the night of March 7th the Physical Education Department presented an excellent demonstration of dancing and gymnastics, with all the gym classes taking part. This exhibition was the real highlight of the year as far as athletics is concerned, and Miss Harvey and Miss Vincella are to be congratulated on their excellently trained classes.

Our organizations have carried on their vital part in our school life as smoothly as usual. The Letter Club initiated new members; the literary societies are now studying essays; the Y. P. S. L. chose officers for next year, with Merrie Haynes as president-to-be; the Glee Club will present the Gilbert and Sullivan operetta, "Iolanthe," on April 9th.

The teas at the home of Chaplain and Mrs. Kloman are the most frequent bright spots in our social life. The Christmas celebrations and the Valentine dinner were as gay and unforgettable as ever, and the music and expression recitals were extraordinarily successful this winter.

Altogether, these months have been well spent and we feel, looking back, a satisfying sense of work well done and well rewarded, and an accumulation of pleasant memories of school life at its best.

A SORE THROAT, A SAINT, AND A CENTENNIAL

Ninety-six years ago a clergyman had "a serious throat trouble." When his parish, Saint George's in Schenectady, had sent him on a year's trip to Europe and the Holy Land, he had returned still unable to carry on his duties as rector. This young man with chronic bronchitis then opened a school for girls in New York but it was soon evident that his throat would not get any better unless he could leave New York for a milder climate. It happened at this time that one day, as he was walking down the street in New York, he met his friend, the Rt. Rev. L. S. Ives, D.D., Bishop of North Carolina. His unexpected meeting with Bishop Ives seems more than an ordinary coincidence; for the Bishop was hunting for a suitable person to undertake the establishment of a girls' school in the buildings left vacant by the failure of the short-lived Episcopal School for Boys in Raleigh. The Bishop asked him if he would consider going south.

Two months later Saint Mary's School opened its doors; and the young man who had thought he was giving up his calling, started a work that he was to continue for thirty-five years, a work that was to remain long after his own lifetime. His name was Aldert Smedes; his school will celebrate the hundredth anniversary of its founding in 1942.

In view of this coming centennial, it is hoped that the story of Dr. Aldert Smedes and of those who continued and added to his work, and the story of the school itself can be told again for the women who have gone out from Saint Mary's. At present we have access to the files of *The Muse*, literary and news publication (1878-1885, and 1896-1921); its successors, *The Bulletin* and the *Annual Stagecoach*; the trustees' reports to the Diocesan Convention; and some letters, reminiscences, and memorial addresses and pamphlets. Much more information is needed to complete a history; and we are calling to the alumnae to help reconstruct a picture of the school as it has been in other days and to make live again those men and women whose energy and influence have brought Saint Mary's through almost a hundred years of service. Unfortunately, a number of the official records of the school were destroyed when the management changed hands in 1897. And the files of *The Muse* are not complete. There must be many more letters of historical interest in existence and other records and notices that could be used in compiling a full history of Saint Mary's. The alumnae and friends of the school are asked to lend whatever they have, and send them direct to the Alumnae Secretary. Their safe return is guaranteed.

* * *

In May, 1842, Dr. Smedes started the first term of his school with thirteen resident pupils and some "day-scholars." The place was that "beautiful site nigh to the city of Raleigh," whose purchase is men-

tioned by the trustees of the Episcopal School for Boys in their report to the Diocesan Convention, 1839. The buildings were the same that the trustees of the Episcopal School had erected: "a large, handsome, brick building, three stories high and two spacious wings of stone, two stories high, with all the necessary out-houses, offices, &c." "The buildings are very substantially built," they had said, "and are sufficient for the accommodation of two hundred students and a number of professors necessary for a seminary of learning of the highest grade." Dr. Smedes was renting the property from Judge Cameron, and he undertook to establish the school "with no other assurance of success financially than the promise of Bishop Ives to use his influence in the diocese."

The first advertisement of Saint Mary's, issued as a circular announcement and published in the newspapers, was as follows:

"The Rev. Aldert Smedes, of the City of New York, designs to open a School for Young Ladies, in the City of Raleigh, N. C., on the 12th day of May next.

"This Institution is to furnish a thorough and elegant Education, equal to the best that can be obtained in the City of New York, or in any Northern School.

"The School Buildings, situated in a beautiful and elevated Oak grove, furnish the most spacious accommodations. The Dormitories are separated into Alcoves, for two Young Ladies each, of a construction to secure privacy and at the same time a free circulation of air.

"Every article of furniture is provided by the School, except *bedding* (beds will be furnished) and *towels*.

"TERMS.—For Board (including washing and every incidental expense), with Tuition in English, Latin, &c., \$100 per Session, payable in advance.

"The Extra charges will be for French, Music, Drawing, Painting, and Ornamental Needle-work, at the usual prices of the Masters. *There will be no other extra charge.*

"Pupils will be admitted at any age desired.

"No Pupil, except by a WRITTEN request of the Parent or Guardian to the Rector of the School, will be allowed to have an account at any Store or Shop in the City. A disregard of this prohibition will be followed by an immediate dismissal from the school.

"Day-Scholars will be received from such Parents or Guardians as reside in the place.

"The year will be divided into two terms of five months each. The former commencing, after the FIRST term, on the 15th of May, and terminating on the 15th of October. The latter commencing on the 20th of November and terminating on the 20th of April."

Of Doctor Aldert Smedes nothing seems ever to have been written or said that was not praise. As a teacher and a governor, as a business man and a preacher, as a scholar and a Christian, and as a gardener and a punster, he has been declared superlative by alumnae and colleagues, by school girls and bishops. "As a teacher Dr. Smedes excelled. He had a strong way of putting things in simple words which clung to the memory, and his style was never diffuse." He examined and classified each pupil as she entered school. One of the students of 1863 remembers that he personally supervised all domestic matters around the institution, purchasing all the necessary stores, and with the assistance of the faithful Miss DePeyster, acting as school housekeeper. "He was in fact Lady Principal of that day, for we went to him for permissions to leave the grounds or for any unusual privilege."

Social culture, as an important element in true education, was not neglected by Dr. Smedes. After prayers at night he gave "little talks." If he began "My dear children," the girls knew that he was going to say "something nice"; if he began "Young ladies," they knew that they were in for a lecture. "A lady's name ought to be in the newspaper but twice in her life: when she is married and when she dies," he told them once; and on another occasion: "Dance all you like but do not go to public balls—no place for a lady." There could be no relaxation from the high standard of the best home manners and deportment; yet the rule of Dr. Smedes was never harsh. Tempe Neal, a student in 1844, wrote to her mother:

"I suppose I must tell you of the new rule which Mr. Smedes has adopted. Every night he gives us marks according as we fulfill our duties during the day. Five is the highest number which we can get. I have got five thus far and hope I shall continue to get the number. The first night that we commenced this rule, before prayers, one of the girls pinned a pocket handkerchief to his coat, but he did not take off any marks from her five; he said it was the time in which we could do anything we chose."

Dr. Smedes' appearance is described by Mrs. W. A. Montgomery (Lizzie Wilson) in *The Saint Mary's of Olden Days*:

"When I entered Saint Mary's, July, 1863, Dr. Smedes was in the prime of life, of splendid physical proportions, tall, straight, and very handsome. He was full of nervous energy, and a very vivacious talker. He wore full whiskers, except the mustache, and had a large well-shaped mouth with faultless teeth. He had the habit, when amused or pleased, of throwing his head backward and opening wide his mouth, thereby exposing all his fine teeth. He was quite bald and his hair was becoming very gray." (Sic.)

On the subject of the influence exerted by Dr. Smedes upon the religious life of his pupils, there is no better comment than the sermon of the Rt. Rev. Joseph Blount Cheshire, on the occasion of the exercises commemorating the semi-centennial anniversary of the founding of Saint Mary's School. Bishop Cheshire tells of several girls, whose parents wished to place them at Saint Mary's for two years while they were traveling abroad. The parents were Baptists, and they expressed the desire that their children should not become Episcopalians. Dr. Smedes replied that "while he should carefully abstain from consciously exerting any influence over young girls to lead them from their parents, yet he thought it was hardly possible for girls of their age to remain two years in his school without becoming imbued with the principles of the Church, whether they were allowed to become members of it or not." He thought that the daughters had better not be sent to Saint Mary's; but "the parents, charmed by his sincerity, agreed to take the risk of his making their children such as he was himself." They never expressed any regrets over their decision, though Doctor Smedes' anticipation was fully realized. Bishop Cheshire goes on to say:

"This incident puts Dr. Smedes before us as the pastor and the spiritual father of his family. He did not teach Christian truth merely by words. He lived the Christian life, and the life in him had the quality of all true life, that it quickened life in others. . . . Dr. Smedes had the enthusiasm for his noble calling, and with him teaching was taking the child-mind and the character—and by bringing it into sympathetic contact with his own personality, to impart to it the best of his own intellectual and spiritual possessions. . . . He set the stamp of Christ and of His Church upon so many fresh and opening lives—not because he set about with conscious effort to do so, but because his own life was an epistle upon this inspired text, and the light in him being a reflection of the one true light of men, kindled an answering light in others.

* * *

From the time that Dr. Albert Smedes came to North Carolina, there is no mention of his throat trouble. Mrs. Montgomery says in 1863 that he was blessed with splendid health; nor did she ever know him to be sick during the four years of her school life at Saint Mary's; and she adds, "His fine constitution was to a great extent due to his active life, he being a great walker . . . and a fine gardener." Not unsupported by personal experience, then, was the conspicuous statement in the school advertisement, which appeared on the cover of every number of *Saint Mary's Muse* during Dr. Lay's rectorship: "Climate Healthy and Salubrious."

Under Dr. Smedes and his son, Dr. Bennet Smedes, who succeeded him, the school grew rapidly. Many changes were brought about between the time when Dr. Aldert Smedes held the opening services in the parlor for the "original thirteen" pupils, and that of the semi-centenary when the Principal stated that the total number of pupils during the half-century had been about 4,750. In the beginning there were the three buildings that are now Smedes Hall, East Rock, and West Rock, but the "Rocks" were not then connected with the main building by covered ways, nor had the present columns been added to Smedes Hall.

Famous throughout the early history of the school is the stage coach that carried the girls to and from the school. While she was a student, Tempe Neal sent to her mother a copy of the Blessner lithograph of the school with the stage coach in the foreground, and on the back of the picture she wrote, "I thought I would rather write to you on it and give you a description of the place in order that you may understand the picture better. You will see under it, 'drawn by Mrs. Blessner.' The lady and gentleman nearest it is Mr. and Mrs. Blessner and their lap dog running on before them. The stage is coming with some of the scholars and the driver is blowing his horn. The porch ought to be full of girls, for we always run out when any of the scholars are coming. You will see a few persons walking with parasols. I expect they are intended to represent visitors, for the girls never use parasols when they exercise, and besides there are not enough for the girls. There are most too many gentlemen about."

In 1863 there were five dormitories, each divided into alcoves, with a half window to an alcove. Mrs. Montgomery describes the dormitories in a letter to Dr. Way:

"The alcoves, running along the outer walls of the room, left a broad space in the center, in which were ten plain, wooden bedsteads on each side. The head of each girl's bed was next the entrance of her alcove, and her trunk was kept at the foot of her bed. Our beds were not equipped with springs—only a mattress and a pillow, and each girl was required to bring her sheets and pillow cases, counterpanes and blankets. A large stove, burning wood, stood in the middle of the room, and a piano was at the end. No doors divided the alcoves from the main room; only a white curtain hung before the small doorway, let down for privacy; but when the alcove had been set in order for the day the curtains were drawn back and tied that Miss Evertson might see each girl had left hers tidy. I think the alcoves were about 8 x 8 feet. On the one side was a closet for the clothes; on the other a shelf about two feet broad and three feet from the floor, with a hole cut for each bowl and pitcher of the two occupants. The pottery was made in Wake

County and we thought it very ugly and common; now it would be quite the style and much sought after, as frequently we hear of persons riding many miles to visit the potteries. Our pitchers and bowls were a dark red, glazed. Our only bathing facilities were in these bowls. Each night we filled our pitchers from a large tub that had been filled at the well, brought by two Negro men, and placed on a stool in the hallway. Ours stood at the top of the staircase. For a hot bath we went to the kitchen where a huge cauldron was kept filled and a constant fire underneath."

Miss Lena Smith describes the dormitories of 1870 as much the same, but with the addition of blue alcove curtains and flower pots in the windows. According to Miss Lizzie Jones, there was a time when on winter mornings, "the pupil often must needs break the ice in the pitcher in order to perform her ablutions."

The parlor was especially loved. There hung the portraits of Bishop Ives in the confirmation service and of Bishop Ravenscroft. There were other portraits and paintings, as well as engravings of Biblical scenes; there was a piano to use for dancing, and a grand piano used only for semi-monthly soirees. The benches around the walls were "cushioned with oiled turkey red calico."

In those earliest days chapel services were held in East Rock, but in 1854 a small chapel, designed by Upjohn, was erected by Mr. Cameron, who at that time owned the school property. The first organ, bought and lent by Dr. Bennet Smedes in 1878, was given at his death as a memorial to him by his wife. Transepts were added to the building later to accommodate the increasing number of students and a larger organ. The enlargement made in 1905, which amounted to almost complete rebuilding, was made possible through the energy and devotion of Mrs. Mary Iredell, with the support of the alumnae. The late Miss Emilie Watts McVea, pupil, teacher, and Lady Principal, said of the Chapel in her recollections of the school (1904):

"The heart of Saint Mary's was the chapel; small, brown, not especially beautiful to the stranger, but filled for us with holiest memories. The orderly reverent daily chapel service, the glorious strains of the music of high festivals, the beauty of holiness which illuminated the minister are influences for good that will abide with us forever. The yellow and white of chrysanthemums, the glory of autumn leaves, the sound of the All Saints Day collects and hymns, the lilies of Easter and of Ascension Day and the joyous prayers and praise of those feast days of the church come to us now deepened and made more sacred by the memory of the services of long ago, the services in the small brown chapel that we loved."

Though many things about Saint Mary's have changed with the years, it seems to have been true almost from the beginning that if the rising bell rings at seven in the morning, half-past-seven finds certain people not completely dressed. An empty place at the breakfast table is conspicuous and a solitary journey across the dining room is painful; but during the Smedes regime, the silence that often followed a name unanswered at the seven-thirty roll call in the parlor must have been even more conspicuous, and the arrival of the newcomer even more uncomfortable. The shawls, specified in the catalogue and intended for the walking hours, seem often to have been used to cover up the fact that a girl had lain in bed too long. Miss Lena Smith recalls that many of the girls came down with the backs of their dresses not buttoned, so that they filled the little chemistry room opening into the parlor, poked their heads in the door to answer to their names, then stood back to have their dresses buttoned. Many a girl, while buttoning the dress of the girl in front of her, was having her own dress buttoned by the girl behind her. The rising bell was picked up in the hall by a servant, who rang it as she came up the stairs, through the dormitories, and up and down "the passway" between the beds. It was not long, however, before the students could sleep profoundly in spite of the ringing, which on the first morning had seemed "loud enough to wake the dead."

From its sudden and definite beginning, the day proceeded according to schedule. After breakfast in the first floor dining room, came prayers; then "walking hour." Miss Lena Smith says that Dr. Smedes would chase the girls all around to get them away from the registers to walk. The recitation period did not begin until "quite half past ten," and, even then, there was no guarantee that it might not be interrupted. "Emmie" McVea wrote to the class of 1906:

"You can never have the happiness and the relief which sometimes came to us when, as we waited in ignorance and agony our time to recite, the door of the recitation room would open and "Uncle Wash" would shuffle in to shake down the fire and put on fresh coal, a process so noisy and so prolonged that the recitation perforce ceased for a time and very possibly the clanging of the big bell released the miserably expectant ones. Yes, stoves were great institutions."

There was another walking hour in the afternoon, after which classes continued "almost till sunset." Shawls hung in the main building, and during the day permission had to be obtained before any forgetful soul could go into her dormitory for any article overlooked in the morning. Evening study-hall lasted until nine-thirty; and then there were prayers before bedtime.

On Sunday, then as now, the day started an hour later. All met in the parlor where Dr. Smedes read the Scripture, conducted prayers, and

gave the weekly Bible lesson. Breakfast was followed by the usual hour's walk. The morning service was at eleven, and evensong at sunset. "After breakfast," writes Mrs. Montgomery, "we went to Dr. Smedes' study to get some suitable book, such as *Bessie Melville*, *Little Episcopalian*, *Home Influence*, *Mother's Recompense*, *Heir of Redcliffe*, *Laten Parsonage*, etc., for the day's reading, when we returned the book we had taken out Saturday morning."

The daily program here described seems to have been followed with little variation throughout most of Dr. Smedes' thirty-five years. There were, however, some trying times for those who lived within the grove in the '60's. In 1864, when the city was fortified against the advance of the Federal troops, an embankment was placed across the western part of Saint Mary's grove, the line of the earthworks crossing the place where the President's house now stands; yet Saint Mary's was never closed, even though the grove was filled with tents of the opposing army from April to October, 1865. Miss Katie McKimmon, for so many years *alumnæ* secretary and teacher, was a pupil during the war days. Although she was too young to realize the horrors of the war, she remembered that the girls "wore homespun dresses and ate and enjoyed sorghum." On Saturdays they helped the ladies who made garments for the boys of the Ellis Light Artillery, and afterwards knit socks for some of the boys.

Mrs. Edward Valentine Jones (Mary Ruffin), tells of the scarcity of food and clothing even fairly early in the war, when she was a student. Her wardrobe consisted of two calico dresses and a merino for Sundays. Collars were made from father's and brother's worn shirt fronts, and a tie from a bit of skirt braid. The girls plaited straw hats and trimmed them with cornshuck plumes. They made their own shoe laces of white string dyed with ink—and even the ink was scarce. Scarce, too, were pins, hair pins, and other essential trifles.

Nor was food plentiful or varied. Rancid bacon, sour cold bread, and sorghum made up the usual fare. There was no tea, coffee, milk, sugar, nor butter. The best meal was Sunday-night-supper when four biscuits were put at each place. That was all, but the biscuits were fresh and hot; and the girls usually took them from the table in their hands and went their way. Once a very homesick girl had a box from her family. She was too miserable and wretched to think about it, and it remained unopened in the hall, until the hungry girls could stand it no longer. They took turns in taking her to walk and bringing the conversation to bear upon the box, until it finally dawned upon her that she had something eagerly desired, and she gladly offered it.

Mrs. Jones says that once she and two other girls somehow got hold of twenty-one eggs, had them cooked, took them to the woods, and ate them all. The glorious occasion was somewhat marred, however, by a shower of rain that spotted one of her two calico dresses; and she had to wear it in its faded state the rest of the session.

During the early days of the war the Rev. Mr. Bennet Smedes, son of Dr. Aldert Smedes, taught for a while at Saint Mary's before becoming a chaplain in Lee's army. It is said that he was shy and diffident, but a good disciplinarian as well as teacher. The girls thought him handsome, and exaggerated the importance of any slight attention that he might pay to any one of them. When his father died in 1877, Bennet Smedes succeeded him and for twenty-two years carried on his work; and after Saint Mary's was taken over by the Episcopal Church in 1897, he continued as Rector until his death two years later. Dr. Bennet Smedes had charge of the school when business in the South was at a low ebb financially. During several years of the '80's and '90's, when the income did not balance the expenses, Dr. Smedes paid the difference from his own pocket. For scores of girls he made possible a reduction in prices of board and tuition and deferment of payment for years; in numerous cases he gave "many months' expenses, even to the necessary books, sheet music, and stationery." Dr. Bennet Smedes' modesty and firmness and his devotion to his family and the work of his father are remembered indelibly by those who knew him.

During the time of Dr. Bennet Smedes there were a number of changes and additions. In the fall of 1884 a new Art Building was erected, but in 1885 the following article appeared in the *Raleigh News and Observer*:

"At 12:30 o'clock Monday night the beautiful new Art Gallery at Saint Mary's was found to be on fire. The building was of wood, 66 x 46 feet, two stories high, resting on a brick foundation. In the basement was the heater, from which the flues ran in all directions. It appeared to be not a minute after the discovery of the fire ere the entire interior of the building was a mass of flames. The covered-way was not destroyed, the Rescue getting on her steam and extinguishing the flames. The loss of the gallery was entire. The structure contained several recitation-rooms, the Kindergarten department, and the art gallery. The art gallery contained all the models, casts, and art-work of the pupils. The entire building was furnished in good style. The loss is about \$12,500. The good discipline, which is a feature of this admirable school, was shown during the fire. There was no excitement among the pupils, nor were any in any danger. The water supply came from the large reservoir on the premises. It should be mentioned that the fine collection of paintings which has so long adorned the large reception-room in the main building was not in the new one, and is of course intact."

The *Saint Mary's Muse* commented editorially: "Not one day's work was lost in the Primary Department. It has almost grown into a proverb that work at Saint Mary's never stands still. We firmly believe

that were there only one teacher and one scholar in school, that one teacher and that one scholar would go steadily through dormitory, study, and recreation hours, and write compositions at all spare times." Work on a new Art Building was begun almost immediately.

The Muse, which has been referred to, was started in 1878 as a publication of the music students. It was discontinued in 1885 and re-established in 1896 as a general literary magazine. In its later days it was devoted chiefly to news of the school, student activities, and social items. From the editorials and from the alumnæ sections have come a number of letters, reminiscences, and comments, which have not been preserved elsewhere. *The Muse* bears records in the '80's of changes in the buildings, in the heating and lighting, and in the decorations. The year 1897 gave "the wondrous telephone." ("Our friends, however distant, are brought into neighborly contact, and we can make our visits and do our shopping without trouble, fatigue, or loss of time.") In the same year it is stated in *The Muse* with apparent satisfaction that electric bells are "cheerily jingling in every class and practice-room at fixed hours." During the decade from '86 to '96, there were added to the school equipment: microscopes, bugs, reptiles—and violins. In 1880 *The Muse* predicts, in connection with the calisthenic classes, that the muscular development will keep pace with the intellectual; and the calisthenic classes seem to have prospered, for the following year they appeared in new uniforms, "gray flannel, resplendent with scarlet braid." Yet, "keeping pace with the intellectual" was no small order. It is recorded that the Valedictorian of 1883 received the highest student honors in academic work on the merits of an examination paper in Spherical Trigonometry and Mathematical Astronomy. The mark given her by the professor filling that chair at New York University was 95 on a maximum of 100. The mathematical minds were brought down to earth at least once a week, however, for the "Wednesday Work" consisted of lessons in practical arithmetic: "buying, selling, interest, measuring rooms, etc."

The death of Dr. Bennet Smedes marks the end of a period in the history of the school. Although it had been truly a church school from the beginning, Saint Mary's was not operated as the diocesan school for the Carolinas until after the year 1897, when the Diocesan Convention endorsed the purchase of the site and buildings. Dr. Smedes and those who shared with him the responsibility for the church's taking over the school felt the need for further development and a higher academic standard at Saint Mary's to compete with changed conditions outside. The equivalent of what is now called the Junior College was established at the annual meeting of the trustees in May, 1900. The present college course covers the third and fourth years of high school, followed by two years of college work. In 1899, the typing and stenographic courses had been expanded into a complete commercial department, under the

direction of Miss Lizzie Lee, who continued as head of the department until 1936.

The \$50,000 debt that was carried by the school through the rectorships of the Rev. Theodore Dubose Bratton and the Rev. McNeely Dubose was finally cleared under Dr. George W. Lay. In 1903 the infirmary was completed; and in 1906 Mrs. Mary Eliza Pittman provided in her will for a memorial to her daughter, Eliza Battle Pittman. The bequest was used for the Pittman Auditorium, which stands on the east side of the campus. The first objectives to which Mr. Lay gave his attention were that Saint Mary's be "thoroughly equipped as a school" and that an endowment fund be raised. Consequently, an extensive building program was under way in 1909-10; two wings on the sides and white columns on the front were added to the main building at this time. The dining hall and gymnasium were made possible through the will of Miss Eleanor Clement, a former pupil and teacher in the school, and daughter of Madame Clement, who had come in 1842 to take charge of the French department.

Much has been said of Dr. Lay as a business administrator; and much, as an educator and rector. His well-defined plans for the growth and improvement of Saint Mary's were for the "purpose of making the institution one of the very best in the South." In spite of the tasks that he set for himself, he was not too busy to write for the *News and Observer* an article on "The North Pole" in connection with Cook's expedition, with some explanation of the astronomical points involved; nor to contribute to the *Progressive Farmer*, "Why Fight Germs?"; nor to compose, on occasions, jingles for his friends. He was so affected by the news of the marriage of Miss Cribbs (Mrs. Carrol Lamb Mann), the Director of Elocution and friend of all at Saint Mary's, that he burst into verse and wrote:

"There are some themes one treats in prose,
Of business things and common woes;
But of a rite "for better, for worse,"
One fain must soar and mount to verse.
And so I write to thee, Miss Cribbs,
Soon to become one of those ribs
Which Adam first took from his side,
That Eve might thenceforth there abide.
For man since Adam's time has felt
An aching void, and hence has knelt
To ask some fair one there to hide,
Right next his heart, close by his side.
Her father, mother, she must leave,
Although at first they weep and grieve,
That man no longer be alone;
But stand complete in flesh and bone.

But Eve had not to leave another,
And left no void, creating bother;
While thou hast left an empty space;
The scar at least I'll ne'er efface.
 From having thee I must come down
 And be content with thy Miss Brown;
 Who says she'll try her best to be
 A fit successor here to thee.
To thee this letter I indite,
Dear to my heart, though lost to sight,
With every prayer for thee and thine,
July the thirty-first, naught nine."

Dr. Lay was succeeded in 1918 by the Rev. Warren W. Way. During Dr. Way's administration the central group of buildings were remodeled; in 1928 Holt Hall, given in memory of Margaret Locke Erwin Holt (Mrs. Lawrence S. Holt), of Burlington, N. C., was erected to replace the senior hall, which is now used as the chaplain's house. The school under Dr. Way was recognized by the Southern Association of Colleges and Secondary Schools, and since 1926 all the academic work has been accredited by that association. Dr. Way continued as Rector until 1932, when Mrs. Ernest Cruikshank, an alumna of the school, graduate of Columbia University, and former teacher at Saint Mary's, was made President.

Saint Mary's School and Junior College is growing; and always among the new students who come each year are many of the daughters and granddaughters of the scholars of other days. Of those who attended Saint Mary's during the lifetime of its founder, Mrs. Montgomery has said, "Always they esteemed it the greatest privilege that their daughters could be educated at Saint Mary's and thus partake of the benefits that had been theirs, under the influence of one of God's nobleman."

The work of Dr. Aldert Smedes goes on.

BROOKE ALLAN.

As fast as new material comes to light and is sent to the author, other articles detailing the growth and progress of Saint Mary's will be published in the *Bulletin*.

STUDENT GOVERNMENT

To every student the Honor System and Student Government are vital to the life of Saint Mary's. Although the Honor System in its present organization is less than a year old, it has proved amazingly effective; this great step forward has become an established part of our school life.

As the Handbook shows, the rules and regulations divide the work to be done by the Student Government into two classes, according to the seriousness of the offense. In order to carry this out most efficiently, the Hall Presidents are organized to work with the Honor Council under its President.

The executive and judicial power is centered in the Honor Council, made up of sixteen representative students, led by the President of the Student Body. The President and vice president are nominated by a committee and elected by the Student Body; the class presidents are elected directly by the classes, as are all class representatives. The Council elects from its members a secretary who serves as the Secretary of the Honor Council and of the Student Government Association.

As an advisory committee, three members of the Faculty are chosen by the principal of the school. This committee serves as a valuable aid to the Council in its important work. The Council meets at intervals to deal with major offenses and to do its necessary part in the successful maintenance of Student Government. As each case is closed and a suitable penalty decided on, a report of the action is sent to the Executive Committee of the Faculty for its approval. This Committee, headed by the President of the school, has the power of suggesting any desired change in the action to be taken by the Council.

For less serious offenses reports are handed in to the Hall Presidents each week. A set of penalties for the various small offenses is the standard for the punishment in each case; every student knows these penalties, which are invoked automatically. Under the chairman of Hall Presidents, reports are received and acted upon immediately.

The other important branch of any government, the Legislative Body, is made up of every student in school. Each girl who enters here automatically pledges herself to uphold the standards and ideals of the Honor System and to do her part under the Student Government Association. At present plans are being completed for the organization of a real legislative body to be made up of representative students and faculty members and empowered to receive and act upon petitions from the students. Such an organization would complete the structure of our Student Government and give to the Student Body some of the power and responsibility of making its own rules.

Nearly a year has passed since the Honor System, in its fullest sense, was tried as an experiment and later accepted whole-heartedly by the Student Body. In that year we have learned that we are capable of governing ourselves as we never have before; we have also learned that the only basis for any honor system is the real individual sense of honor that is within each Saint Mary's girl.

THE MUSE

We have chosen the following works in poetry and prose from the files of the two literary societies, which have studied original poems and essays this year, and from the class themes of the Junior English students. In the competition between the two literary societies, the poem "Recollection," by Nancy Murchison, was awarded first place by the judges. Rebecca Norman's "Child's Poem" won third place.

RECOLLECTION

A winding road that climbs a hill,
O'erhung with autumn foliage.
There
A maple and a hickory tree
Spread boughs to make a peaceful shade
On a smooth sweep of sunlit lawn.
Now
More green is couched in mossy corners,
And more trees bend
Reverently
And touch the seasoned old brick walls.
—An impression, yes, yet more than that—
A memory.

N. M.

LIGHT

Across the blackening sky
A meteor glides;
Three weary travelers see,
And turn
Toward Bethlehem.

P. L.

BURN BRIGHT

Burn bright,
Thou candle small;
Dark watches of the night are yet to come—
O leave me not alone,
Alone.

P. L.

OF MAN AND LOVE

Go ahead. Break the vows you swore
To keep. Destroy my faith in constancy
Of man and love for I can do no more
To keep that dear relation that should be
Forever ours. I offered you the best
Of all I owned. And you took freely of
My youth and innocence, and I was blessed
A while with your devotion. Now you have
No use for what is left. You said, "Forget."
But to forget you, dear, is hard, I cried.
But in your haste you could not hear; and yet,
Should you come back to me, I'd turn aside
And try to say like you, "Forget!" but then
My heart would make me take you back again!

S. B. C.

A CHILD'S POEM

Up in a tree I climbed one day—
It was a castle tall.
I looked at countries far away,
From my castle wall.

I went into the high green tower
And shouted to my men,
"We'll have these countries in our power
Before we eat again.

"Oh, Jack, you get your cannon ready.
Don, you get your gun.
Load your squirt-gun quickly, Teddy.
We'll really make them run."

With General Me and Captain Jack
And Bill to beat the drum
And Don and Teddy in the back—
"Watch out, 'cause here we come."

We armed ourselves and started out.
We looked so brave and strong
The enemy was scared to shout:
We killed them every one.

R. N.

SPARKS

Minute particles of burnished gold
Glancing into the air with careless abandon,
Springing from the heart of a blue, sulphurous flame.
Darting upwards apace.
Snapping, crackling with intensity,
Darts of fiery light, piercing the gloom.
Infinite beauty,
Fleeting as a passing breath of air.

T. W.

TOMORROW'S SHADOWS

Today, when in the morn I wake, the sun
Is bright, and in its strength I seek the fire
To light my soul. Unheard the angels choir
Sings on. Birds warble songs of victories won.
Waves laugh, winds shout, the clouds, the sky make fun.
To love to live! Tomorrow I aspire
To love, to live again, never to tire;
And so it is I wish my life to run.
There is a shadow I cannot disdain,
For oft in midst of peace I wake and pall;
I ope my eyes, but yet I cannot see.
My inner voice repeats its doubt and pain;
The sun, the moon, the song of birds—they all
Cry out the shrilling nothingness to be.

M. J. Y.

ANOTHER SHE

I saw you walking down the street;
I noticed your dress, your hands, your feet,
And did you stop and talk to me?
Oh, no, you had another she.

Christmas is near. What should I do?
I wanted a certain something from you.
I am not blind. My eyes can see—
Yesterday you had a she.

What, red my nose, and wet my cheeks?
Be no good for several weeks?
I'll take you from your place and fling
You next to Harry on my string.

M. J. Y.

TO THE WIND

What joy the fresh strong wind to be,
Blowing o'er desert and ocean shore,
Through open windows and wide-flung door.
Strange—yet familiar; though we never see,
We often feel his soothing touch or lashing gale!
To know a part of all—both joy and sorrow,
Defeat and triumph—not counting tomorrow!
Using all alike in his race across hill and dale,
Mountain, valley and sea; as this vagabond roams
Into strange dark lands of the Far, Far East,
Down sluggish jungle rivers or tumbling mountain streams,
O'er crowded streets, lofty towers, and cathedral domes,
Not one of the world's beauties, not even the least,
Is forgotten, but stored in his treasure-house of dreams.

A. S.

ON OUR LAST PARTING

Dear one, to thee my life and soul I give
That you may keep and cherish through the years
The memory of our love; but now we live
And both must put aside all future fears
Of death and separation. We must try
To smile and think only of pleasant joys
Although the time will come for one to die
And leave the other. Drab time never cloy
Of wrecking this world's dearest dream of peace
And love. May we not lose the great desire
Or need for both until our lives both cease
On this broad earth to burn with youth's great fire.
And when at last our summons comes to leave,
May we both in eternal love believe.

S. L. F.

HANDS

Martha's hands industriously pushed the sponge back and forth across the smooth, tile floor. Streams of sudsy water ran along the cement indentures, forming small islands of the green blocks. Martha noticed this process; she always did when this daily job was nearly completed. The black uniform which had been fresh an hour before had suffered the loss of starch and was fairly dripping. Her knees were wet and tired; they felt raw. She was conscious of an aching which originated

between her shoulders and lodged in the small of her back. Martha was aware of these pains, but realized that she was the only one to blame for them.

Mrs. Morton had often told her to use the handled mop which hung in the utensil closet, but Martha had the old-fashioned idea of her Irish mother about the cleanliness of hand-scrubbed floors. However, she was not fussy about her clean tile; she did not even mind if Prince, the dog, padded across—just so he waited until each block was dry.

Suddenly she heard Prince barking furiously. Without raising herself, Martha knew who was approaching; it was Jeff, the chauffeur. She could not understand why Jeff and Prince did not get along well. Of course, Jeff was a little grouchy at times, but he never did anything to annoy or enrage Prince; in fact, Jeff was scared of the monstrous police dog. Well, maybe that was it; Jeff was difficult to understand at times. Martha quickly wiped away the remaining soapy streamlets and placed newspapers for Jeff to step on when he came in. Then she hastily began to prepare his breakfast.

It was hard to believe that this was the same tired, bent figure of a few moments before. Martha's carriage was steady and even. There were no jerks; smoothness characterized everything she did. Her blue eyes twinkled as she hummed the melody of an old Irish tune to the accompaniment of sizzling bacon. Yes, it was easy to tell that Martha had descended from the blue-blooded Irishman. Her light eyes and dark hair, her dialect, and the fact that she looked thirty at the age of fifty were the greatest tell-tales of her ancestral line.

When Jeff entered the kitchen Martha could see that something had upset him. He was usually smiling in the morning after driving Mr. Morton to his office, for Jeff liked his benefactor immensely; in fact, every one liked Mr. Morton. Martha's curiosity grew as her thoughts wandered, but it would hardly do to ask him his trouble offhand; so she simply said, "Good mornin', Jeff; how do ye be wantin' th' eggs today?"

"Eggs again?" complained Jeff. "Don't think I want any."

"Well, what is it that ye be wantin' then? I thought ye always liked th' eggs. Here's some bacon and some toast all hot."

"Don't think I want it, Marthy. Isn't there any coffee?"

"Why, sure, and here it is. Ye be certain that's all ye're wantin' for breakfast, now?"

"That's all," answered Jeff.

Martha sat down at the table to entertain Jeff as usual while he ate his breakfast, but this morning she had a difficult task. Finally, she gave up and said:

"What's ailin' ye, Jeff? Anything gone wrong? Mr. Morton didn't say somethin' to ye this mornin', did he?"

"No, Marthy, it's nothing."

"Tell it to me, Jeff," begged Martha; she had noted a harshness in his tone.

"Oh, I've just been thinking; that's all. The other day the madam left her handbag in the car. It had several hundred-dollar bills and lots of smaller ones in it, too. I think she had forgotten to deposit it in the bank. I could have easily taken a hundred or two and—"

"Jeff, you didn't—"

"I didn't say I did, but I was tempted. She probably never would have known, but if there had been a hitch—well, I need this job right now. And when I handed her the purse later in the day I looked at her hands, all decorated with thousand-dollar rings, and her fingernails filed to a point, and the skin all smooth and white, and—"

"Jefferson, ye must ha' looked a long time, and awful close, too."

"Now, Marthy, that isn't right. But look at yours."

"Oh, mine be not so bad; I rub 'em in a lotion ev'ry night," Martha answered, not daring to lower her eyes.

"But look at 'em, Marthy. They're all hard and calloused. A woman's hands aren't meant to look like that. They should all look like Mrs. Morton's. It isn't right that they should have so much and you and me so little."

"Now, Jeff. Ev'ry one cannot be so rich; the world would not be right."

"I know; but, Marthy, we should at least have enough to marry ourselves on," argued Jeff.

"We ha' thrashed that over 'n' over. Ye know ye must take care of your mother, and my two little sisters must go to school a bit."

"That's what's all wrong with life," said Jeff. His eyes were shifting nervously now, and his voice was strained. "I've decided to get what I can out of this world, Marthy, and if you won't marry me I'll get it all for myself."

"Jeff, don't ye be talkin' nonsense like that! Some one might hear ye. And now that ye've got it off o' your chist, will ye ha' some breakfast?"

"You think I'm nuts, huh?" said Jeff, disregarding her question. "All right, just look at your hands now and then, and think what I said about Mrs. Morton's."

He rose and stormed from the kitchen. She let him go without a word.

Martha slowly washed the soiled dishes and seated herself on the high stool by the window. She gazed between the green chintz curtains thoughtfully. There would be nothing else to do until luncheon time, for Mrs. Morton and the girls seldom ate breakfast. Martha watched Prince as he gnawed at his bone. Then she shifted her gaze to the flower garden, to the lily-pond, to the road, to the hills beyond, but there was something attracting her eyes like a magnet. She lowered her

head and stared pensively at her rough hands, wrinkled and red from their constant company with water.

"They be clean, anyway," she murmured.

However, that thought did not compensate for Jeff's speech: A woman's hands aren't meant to look like that. In a daze she saw the lovely hands of Mrs. Morton as described by Jeff. A tear slid furtively out of the corner of Martha's eye, rolled down the smooth, firm cheek, and dropped to rest on the fourth finger of her left hand. It sparkled like a diamond.

Thoughts whirled madly around in Martha's mind. It was true that she and Jeff did not have enough money to get married; that Jeff did not even have enough to buy her the one ring she wanted, yet Mrs. Morton had several on one hand. It was unjust; the world was not a righteous place.

Martha was unable to sleep that night and the following because such thoughts obsessed her. She blamed her sleeplessness on the single-spring cot and the musty smell of her basement room which she had long since become accustomed to. Jeff's disagreeable manner during the next few days encouraged her, and the mad thoughts began to take form.

Mrs. Morton had a diamond ring, and it was haunting Martha beyond human endurance.

She acknowledged the defeat of her "better self" one night when she awoke from a restless sleep. She closed her eyes no more, but rather planned the venture which she had decided upon.

When Jeff came in to breakfast that following morning she did not mention her decision to him, but Jeff was not blind. He knew that Martha had been fighting a battle within herself and that the outcome would soon be known. At first he had thought that she was debating the subject of their marriage, but since yesterday he had realized that her problem was much more serious. He had become slightly worried about her, and this morning his anxiety increased. Martha dropped things she handled and burnt the toast—two things she had never done before. Jeff ate slowly and watched her as she nervously moved about the spacious room. He lingered and tried to talk with her until the time came for him to take Mrs. Morton to one of her weekly club meetings.

As soon as Martha heard both car doors slam shut she left the kitchen and sped up the back stairs. She must act quickly or her courage would fail, she was sure. Cautiously she opened the door to madam's dressing room. Having never been in this small, soft, lovely compartment, Martha had to stop a moment to catch her breath and admire the beauty of it. Then, quickly, she started opening the many drawers of the dressing table. In the long top one she found the jewel box. Inside were many smaller boxes; the third one she opened displayed a small, sparkling diamond ring. Impulsively she slipped it from the case and put it on her ring-finger. It was magnificent; and Mrs. Morton had

others, she knew. A jar of the cold cream would soon soften her dry, cracked hands. Martha's thoughts were interrupted by a shrill, excited voice.

"Why, Martha, what are you doing up here?"

Mrs. Morton had forgotten her gloves.

The next few days were one long nightmare for Martha. There were hours of questions and waiting; she could not understand why it took that long.

Martha's hands slowly pushed the rag back and forth across the rough, splintered boards. Streams of sudsy water ran between the cracks. Her striped dress, identical to that of the others around her, was soaking wet, and her back and arms, weary from strain, knew no rest. Tears often formed sparkling diamonds on her fingers now, but Martha never let her eyes rest for long upon her marred hands. No jar of cream could soften them now. She wondered how Jeff still felt about the world.

P. J.

SOPHISTICATED SWING

George shut the door carefully behind him and stepped lightly down the walk. He swayed majestically from side to side with each step. Before rounding the corner he turned his eyes toward the downstairs window of the house and waved frantically. He proceeded up the street whistling and humming alternately. George spoke and smiled cheerily to any one he chanced to pass. When he arrived at the center of town he slowed down his pace and glanced in the shops. His eye caught some red roses artistically displayed. He immediately entered the store and ordered two dozen of the best. He continued toward home, only to step into the corner drug store for a five-pound box of bon-bons.

As George entered the house he called loudly, "Hi, Mom." Have dinner a little early tonight—can't you?" He hummed up the stairs and laid his prize possession carefully on a chair in his own bedroom. Returning to the hall he threw a longing glance toward the telephone, but started back toward his room again muttering something which sounded like "Keep 'em guessing—that's the way to get 'em." George eyed himself in the small mirror above the chest of drawers. He turned his head from side to side and practiced talking out of the side of his mouth. "Sure thing, Baby," he repeated several times until he seemed to be satisfied with the effect. George spent a good deal of time bathing and dressing, and arrived several minutes late for the meal he had requested to be served early. When he completely forgot to look at the sport page of the evening paper the family cast each other knowing glances.

George rather carefully placed his hat on the side of his head, and then casually flipped the brim so that it slid into just the right position. He gathered up his package and made hastily for the front door.

"Say, George," called his mother a bit anxiously, "you won't be late?"

"Well," he replied "couldn't just say, Mom. I'm taking Jean to this affair tonight. You know, she's off at school this year—home for a good time this vacation. She said she wasn't so keen about these high school hops any more, but since I asked her— Well, you know how it is. Maybe we'll scare up a little something to do after the dance. Anyway, I'll be seeing you."

George shut the door carefully behind him and stepped lightly down the walk. He swayed majestically from side to side with each step.

F. T.

IN MEMORIAM

RUPERT BROOKE

"I have seen the holy land of Attica and now may die."

If, as an Englishman by race and culture, Rupert Brooke felt that the field of his foreign burial would be forever England, I think that in Skyros, where we saw his grave this morning, here lies "a friend in foreign land"; for indeed Greece, of all countries, was to him the most friendly and the least foreign.

As we knelt with bowed heads before his silent grave, with flowers in our hands and prayers in our hearts, we remembered the words of the governor of Skyros: "Our earth has welcomed him with profound tenderness, and the mothers of Skyros have mourned in him a son." We remembered also the vigil kept by the native population on the anniversary of his death, the candles that burnt at his grave the spring night long. We noticed the earthenware jars containing waxen honey and cloudy wines; only one other grave is so honored in Skyros, and he who by tradition is buried there was named Achilles.

Rupert Brooke is buried in foreign earth, but I know he would not have considered it alien. Pantheist in the greatest and best sense of the word, he is incorporated in the earth he loved and understood. He is not dead; he lives in the hearts of those who love him, remembering his past presence; he lives in the legacy of his transmitted life. He lives in the life of the Greek earth; he has made it his own forever.

"He wears the ungathered blossom of quiet; stiller than sleep, or the heart after wrath. He is the silence following great words of peace."

I. M. T.

THEY'RE A PENNY APIECE

The Emancipation Proclamation could not have made the Negroes happier than those four words used to make me. I know the clerk would say them, but it was a pleasant surprise to hear him, for suckers are so wonderful that it seemed to me that they should cost more than just a penny. He probably thought I was too stupid to remember, because at least once every day, standing on my tiptoes, I would peep over the counter and ask, for the first time, "How much are those suckers?" He did not even look toward the big, glass jar to which I pointed. He usually pulled out a bag, shook it, and opened the jar while I said my little speech. Then he would say his part and wait for me to announce the color. (This was always decided long before I reached the store.) Soon people would see a smiling, little girl walk down the hill, clutching a brown paper bag.

No, I was not spoiled. I worked for my suckers. Everybody at home knew how I loved them, and would let me do little errands or favors in order to earn them. Maybe it was only a little thing like helping Jenny set the table, giving Buddy his supper, or running to the Alexanders' for a cup of sugar that brought me my reward. Sometimes, if mother and Mumpie would forget, Jenny would take a penny from her ragged pocketbook, for I was an angel to every one until I got my sucker.

Nobody knew it, but if she had noticed she could have told by the color of my suckers the mood I was in. When I was unhappy or lonesome I always chose a red one. It seemed to shed a bright, encouraging light over me and my world just as Stevenson's "bull's-eye" did on him. When I was excited or happy I chose chocolate or lemon. When I was a little older, root beer suckers took their place. The only time I ate orange and green ones was when they were given to me. I chose purple on special days to celebrate. They meant that something unusual and important had just happened or was going to happen.

I remember one "special" day Mumpie told me I could have the pennies left from the day's shopping. The load consisted of one pound of cheese, and there were three pennies left. To celebrate the occasion I bought a purple and a chocolate. It was such a strain trying to do the shopping and buy suckers that I did not realize I had been cheated. When Mumpie told me I should have gotten three suckers I was so mad that I marched straight back to the store and demanded my rights. Mother let me go, even though I was late to lunch. She probably thought I should learn to protect myself against dishonest people, clerks in particular.

When I left grammar school I did not leave my love for suckers behind. The prize for our neighborhood bridge games was suckers. I bought suckers to eat during recess at high school, and my friends even gave me suckers for my birthday, Christmas, and Valentine. And today,

when girls bring me surprises from town, the ones that please me most are suckers. Even now when I go to buy a sucker I still like to ask how much they cost just to hear the clerk say, "They're a penny apiece."

M. H.

THE FIRST TEN YEARS

The house seems lonely without her. What was it all about now? I can't seem to recall. Something petty—burned toast or heavy biscuits. Well, she should admit her biscuits are terrible, simply vile.

"Come here, Kitty. Nice Kitty. Hungry?"

That's a point. I haven't eaten—one must eat. At least I won't have to swallow heavy biscuits. I'm glad she has gone home to her mother.

Her mother! Now, that's a situation for you. Left me for her mother. How she lived for twenty-two years with that old moth-eaten windbag is a problem to me. She's lived with me for one year. Yes, one year and three months and two days, and she goes home to her mother!

"Kitty, will you stop that incessant purr, purr, purr! Don't you ever tire of it? You sound like a small airplane. Oh, yes, you do. I've heard an airplane, you know. Every one isn't as secluded as you are. No indeed!"

Jane doesn't like airplanes. Says they aren't safe. Safer than eating biscuits that are as hard as rocks!

"Kitty, I'd appreciate it if you'd get off of my book."

How does one read when one's book is upside down? One doesn't. Right side up or upside down, it doesn't make much difference. The poor hero! His love affair doesn't seem to be progressing at all. Well, who cares? Why, if he's wise he'll stop while he has the chance. He's a lucky man. Just think, he doesn't have to eat hard biscuits. A single man. That's the life! The house is lonely without her.

Where was I? Oh, yes, the hero wasn't getting on so well with his lady fair. I still stick to my previous opinion. Who cares?

"Kitty, you don't look so well. Just look at those circles under your eyes! Dissipating, I'll wager. Jane would have a fit if she could see you. Say, Kitty, that is an idea. Do you think she might sort of drop me a line? She might wonder how you are getting along without her. Don't give me that lazy, sleepy stare."

Sleepy? Who said anything about being sleepy? Well, it might have been considered before. After all, it is long past midnight.

I might as well get a little snack before retiring. There's nothing like a good turkey sandwich before hitting the hay.

No bread! I might have guessed it. No bread, but here we are—some biscuits!

"Kitty, come on and join me in a biscuit."

"You can't beat home cooking. No, sir!"

F. T.

ALUMNÆ DEPARTMENT

REPORT OF THE MEETING OF THE GENERAL ALUMNÆ ASSOCIATION, NOVEMBER 9, 1937

On Tuesday, November 9, 1937, at eleven o'clock, the Saint Mary's Alumnæ Association met in the parlor of the school primarily for the purpose of discussing alumnæ activity in the centennial celebration, which is to be held in 1942. The morning session was devoted, however, to the discussion of the topic, College—Alumnæ Relationships, and to a discussion of alumnæ and chapter problems.

The program of the meeting was as follows:

Morning

- 11:00 Opening Prayer—Rev. H. F. Kloman.
Meeting Called to Order—Mrs. Alex Cooper, President of Alumnæ Association.
- 11:15 Discussion of College Alumnæ Relationships:
Mrs. Ernest Cruikshank, Representing the Administrative Board.
Miss Easdale Shaw, Representing the Board of Trustees.
Miss Mary Weise, Representing the Faculty.
Miss Louise Jordan, Representing the Student Body.
Mrs. Tom Powell, Representing the Alumnæ.
- 12:30 Exhibition in the Gymnasium.
- 1:00 Lunch in Main Dining Room with Granddaughters.

Afternoon

- 2:00 Discussion of Alumnæ Activity in Centennial Program.

The opening prayer was offered by Reverend Mr. Kloman, chaplain of the school. Mrs. Cooper, president of the Alumnæ Association, welcomed those alumnæ present at the meeting, and urged that the alumnæ make of the centennial a celebration worthy of the school.

Various viewpoints of the relationship that should exist between the college and the alumnæ of the college were presented by representatives from the administration, trustees, faculty, student and alumnæ.

Mrs. Ernest Cruikshank, principal of the school, presented the relationship as seen from the administration's viewpoint. Speaking of Saint Mary's in particular, Mrs. Cruikshank brought out the point that there does exist among the alumnæ of the school the affection and loyalty a school rightly deserves. Then, she said, having this, alumnæ

should build upon it and not rest upon sentiment alone. Alumnæ should have something definite on their program, and have several specific things for which they are counted upon to accomplish. Carrying out this point, Mrs. Cruikshank mentioned several channels toward which alumnæ work could be directed. In the first place, alumnæ act as an information bureau. Schools must necessarily change, and oftentimes the misleading, out-of-date information given by alumnæ is harmful to the school. Another way in which alumnæ may be of service to their school is by giving it publicity in their respective communities. Mrs. Cruikshank mentioned the fact that Saint Mary's carries national advertisement, but, on the other hand, the most valuable advertisement always comes from influential alumnæ in a community. Mrs. Cruikshank's third suggestion for alumnæ activity was the project of money-raising. Saint Mary's, she said, had profited very little through alumnæ contribution. There is a need, she further stated, of alumnæ accomplishment, and a need of important alumnæ taking part in a substantial way for the centennial fund. In closing, Mrs. Cruikshank mentioned the fact that a school is always ready to help her alumnæ in any way possible. Saint Mary's is ready to place her alumnæ as well as she can, and an interesting fact is that there are at the present nine alumnæ on the staff of Saint Mary's.

Miss Shaw, representative from the trustees, asked to be relieved from discussing the subject, but said she wished to make an announcement concerning the former Alumnæ House. Out of consideration for what alumnæ spent on the House, Miss Shaw said, the school had canceled the debt for the organ.

Miss Mary Weise, representing the faculty, brought out the fact that alumnæ in the process of becoming alumnæ are the school. The faculty put all their energy and thought into giving the students the best that they know. Then, Miss Weise stated, it is hoped that as alumnæ these former students will bring back recommendations and criticism so that in the future the best may be provided. Intelligent coöperation between the faculty and students and a constant exchange of ideas is desired by any college, Miss Weise said. The fact that alumnæ send back their daughters in large numbers every year is proof that there is still confidence in the school to give the best. Judgment of a school is based on your idea of what you have received from that school.

Miss Louise Jordan, senior, giving the student viewpoint of college alumnæ relations, stated first that most students have a unique idea of an alumnæ association; that it primarily concerns itself with publishing marriage announcements and engagements. Miss Jordan then reviewed the many other duties of an alumnæ association. She stated that alumnæ should take an active part in the life of the community, influence girls to come to Saint Mary's, and encourage them to stay over a period of two years. There should be intelligent coöperation between

the alumnæ and the college, and not merely stagnant sentiment on the part of this group. Alumnæ should also take an interest in the student publications and thereby keep in touch with the school. There should be mutual service between the alumnæ and the college.

Mrs. Tom Powell (Katherine Duff) spoke next for the alumnæ in general and asked the question: Have you paid back your debt to the school? Mrs. Powell stated that the best way to pay this debt is by joining an alumnæ chapter and working with it. Then, in paying back, one will get more in return.

Following the discussion of the college alumnæ relationships was a discussion of the common problems in chapter work and reports from the different chapters. Reports were given by representatives from the Rockingham, Winston-Salem, Henderson, Wilson, Rocky Mount, and Raleigh chapters.

After the morning session, alumnæ were invited to an exhibition by the students in the gymnasium and to examine the new equipment which had been recently installed.

Luncheon was served in the dining room at one o'clock. Granddaughters of the school assisted in marshaling the crowd and in seating members at their places. School songs were sung by both alumnæ and students.

The afternoon session was devoted to a discussion of alumnæ activity in the centennial program. Miss Kate Spruill, Alumnæ Secretary, opened the session with an appeal for alumnæ interest and activity in the approaching centennial. Mrs. Cruikshank and Bishop Penick were asked to state some of the needs of Saint Mary's, among which were a library, a new administration building, a new academic building, a new dormitory, improvements on the chapel, and general beautification of the grounds.

Bishop Penick was called upon to give suggestions for raising funds for the celebration. He outlined a plan whereby chapters and individual alumnæ could carry shares of building and loan stock. Each share would cost approximately thirteen dollars a year to carry, but at the end of six years would mature into a hundred dollars.

After some discussion on the general topic of money-raising, a vote was finally taken to indicate the preference of those present as to what special project alumnæ should direct their efforts. Results of the voting were: Library, first choice; administration building, second; academic building, third, and dormitory, fourth.

After the vote, it was moved by Miss Martha Dabney Jones that the question of alumnæ activity in the centennial program be turned over to a committee appointed by the alumnæ council, with the appointed committee taking into consideration the preferences expressed at the meeting. The motion was seconded and accepted.

There being no further business, the meeting was adjourned.

Among those attending the general meeting were: Mrs. Alex Cooper, Mrs. Mary Battle Spruill, Mrs. W. A. Withers, Miss May V. Johnson, Miss Daisy Bailey Waitt, Mrs. Frank P. Graham, Miss Brooke Allan, Mrs. T. C. Powell, Jr., Mrs. W. J. King, Mrs. H. R. Swartzell, Mrs. Charles U. Harris, Mrs. Joseph Cheshire, Miss Annie Cheshire Tucker, Mrs. J. J. Bernard, Mrs. George Flint, Mrs. Ernest P. Hough, Mrs. S. F. Telfair, Mrs. Paul E. Davis, Mrs. W. W. Vass, Miss Annie Smedes Vass, Mrs. J. S. Holmes, Mrs. B. W. Perry, Mrs. Sidney Cooper, Mrs. W. A. Goodson, Miss Cleve Wharton, Miss Georgia Goodson, Mrs. Henry B. Morrow, Miss Susan Marshall, Miss Florence Jones, Miss Martha Dabney Jones, and Miss Nancy Cox.

WHO FOLLOW IN THEIR TRAIN

Every year, numbers of girls come to Saint Mary's as granddaughters of the school and many claim the distinction of great-granddaughters. These are the girls who have had mothers and grandmothers attending the school before them.

On account of the size of this group, a Granddaughters Club was organized in 1909, under the direction of Miss Kate McKimmon, at that time Alumnae Secretary. In the 1909 yearbook an account of the organization of the club, which was very probably written by "Miss Katie," is given with a list of the charter members of the club. The following is taken from the 1909 publication:

"All who know Saint Mary's at all, know that more than in most schools, its influence spreads through the different members of a family: its traditions go down from mother to daughter, so that it is not rare for all the daughters of a family for two generations to have been pupils here.

"This close kinship with the school, the Alumnae Association endeavors to keep alive outside, but considering the large number of descendants of former pupils now in school, it seemed wise to organize an association of these girls inside the school. This was done in the spring of the present year. The organization is not as yet in formal shape, but its aim is definite, in that it means to knit more closely the old traditions with the new ideas, and to try to form a nucleus here in school that shall later develop along lines of efficient service in the Alumnae Association."

Song: "Auld Lang Syne."

Motto: Lest We Forget.

Colors: Light Blue and White.

Flower: Pansy.

Granddaughters and Great-Granddaughters in 1909

Julia Borden, of Goldsboro, and Mildred Borden, of Goldsboro, granddaughters of Georgia Whitfield, of Goldsboro.

Mary Parker Bourne, of Tarboro, daughter of Maria Toole Clark, of Tarboro.

Lucy Bayard Dortch, of Goldsboro, daughter of Lucy Hogg, of Raleigh.

Janie Porcher Du Bose, of Columbia, S. C., daughter of Beverly Means, of Fairfax County, S. C.

Hallie Jordan Carrison, daughter of Margaret Jordan, of Camden, S. C.

Estelle Egerton, of Hendersonville, daughter of Mattie Fletcher, of Fletcher.

Bessie Smedes Erwin, of West Durham, and Margaret Locke Erwin, granddaughters of Margaret Barry Henderson, of Lincolnton; daughters of Sarah Glen Shaw, of Lincolnton.

Mary Seaton Gales, of Mount Vernon, N. Y., granddaughter of Mollie Cameron, of Raleigh.

Mary Rawls Gillam, of Tarboro, daughter of Mary Rawls, of Tarboro.

Catherine London Hawkins, of Jacksonville, Fla., granddaughter of Eliza Catherine London, of Pittsboro.

Lucy Harrison, of Enfield, daughter of Mamie Garrett, of Ringwood.

Fannie Lamb Haughton, of Washington, daughter of Susan E. Lamb, of Williamston.

Minnie Tamplet Hazard, of Georgetown, S. C., and Paula Elizabeth Hazard, of Georgetown, S. C., daughters of Florence Tamplet, of Georgetown, S. C.

Elizabeth Holt, of Fayetteville, granddaughter of Elizabeth Simpson Nash, of Hillsboro.

Janie Jones, of Asheville, granddaughter of Elizabeth Hill, of Wilmington, daughter of Josephine Wright Myers, of Wilmington.

Elizabeth Marriott, of Battleboro, and Emily Marriott, of Battleboro, daughters of Emily Pippin, of Tarboro.

Mary Morgan Myers, of Charlotte, daughter of Mary Morgan Rawlinson, of Yorkville, S. C.

Helen Blair Rawlings, of Wilson, daughter of Sarah Daniel, of Wilson.

Esther Goudine Rembert, of Rembert, S. C., daughter of Christine Sanders, of Rembert, S. C.

Rebecca Hill Shields, of Scotland Neck, granddaughter of Rebecca Norfleet Hill, of Scotland Neck, daughter of Rebecca Whitmel Smith, of Scotland Neck.

Penelope Slade, of Columbus, Ga., daughter of Sue Hunter, of Columbus, Ga.

Martha Byrd Spruill, of Rocky Mount, daughter of Alice Capehart Winston, of Windsor.

Helen Wilmer Stone, of New Orleans, La., daughter of Imogen McVea, of Clinton, La.

Ida Adele Rountree, of Wilmington, granddaughter of Annie E. Pearsall, of Kenansville.

Alice Vandeford, of Salisbury, daughter of Mary Broadfield, of Smithfield.

Annie Carolina Wood, of Edenton, granddaughter of Elizabeth McMorine, of Elizabeth City, daughter of Bessie Martin, of Elizabeth City.

Rebecca Bennehan Wood, of Edenton, daughter of Rebecca Collins, of Hillsboro.

Substantial proof that Saint Mary's still spreads its influence through the different members of a family is seen by the large number of granddaughters in school this year. There are in 1938 sixteen more members in the club than there were in 1909, the year of its organization.

This year, the forty-seven members are headed by Louise Hall, daughter of Sadiebell McGuigan, formerly of Enfield, but at present from Scotland Neck, N. C. Louise is doing fine work, having made Honor Roll for the past semester. Martha Lewis, secretary of the club, is the daughter of Lottie Sharp, and the granddaughter of Cornelia B. Lewis. Mildred Hall's daughter, Lucy Pittenger, is treasurer for the organization. Lucy's grandmother, Lucy J. Pittenger, also attended Saint Mary's. Louise Jocey's daughter, Mary Louise Riddick, of Scotland Neck, N. C., is president of the Student Government Association, and in spite of all her extra-curricula activities, received honorable mention this past semester for her academic work. The club can proudly claim three other presidents of campus organizations, and one editor. Eugie Watters, daughter of Eugie Woodruff, is president of the Sigma Athletic Society; Sallie London Fell, daughter of Sallie London, is president of the Altar Guild, and a leader, in general, of campus affairs, and Betty Oates, daughter of Kate Montgomery, of Spartanburg, is president of Prep B Class. Louise Jordan, Honor Roll student and outstanding leader, is Editor of the *Belles*, campus newspaper. Louise's grandmother, Eliza Hall Manning, was a student at Saint Mary's. Several granddaughters are on the Student Honor Council. Agnes Sanford, great-granddaughter of Isa Gordon, is the senior representative on the Honor Council, and also received honorable mention for her academic work this past semester. Dorothy Kerr, daughter of Rena Lee, is on the Honor Council representing the business students, and made Honor Roll in her department. Lossie Taylor, whose mother was Placide Clark, last year received the school medal for the highest average in high school. Others doing outstanding work are Elizabeth Tucker, daughter of Annie Cheshire, Honor Roll student, Louise Partrick, granddaughter of Judith Howerton Perkins, honorable mention, and

Winifred Vass, daughter of Annie Root, honorable mention. Margaret Griffin, granddaughter of Mary Bond Thompson, is making a record as an athlete, and has already been taken into the Letter Club.

Members of the Granddaughters Club this year are listed below:

Mary Barroll, of Philadelphia, Pa., granddaughter of Mary Hargrove.

Beverly Bridgers, of Tarboro, granddaughter of Laura Clark Bridgers.

Annie Webb Cheshire, of Raleigh, granddaughter of Joseph Blount Cheshire I.

Marguerite Crow, of Houston, Texas, granddaughter of Emily Davis.

Rebecca Davis, of Salisbury, granddaughter of Elizabeth McCorkle.

Sairfax Dockery, of Rockingham, N. C., granddaughter of Betty Blake, and daughter of Ellen West.

Marjorie Wood Fagan, of New Bern, granddaughter of Elizabeth Jones Macon.

Sallie London Fell, of Trenton, N. J., daughter of Sallie London.

Betty Gaither, of Morganton, N. C., great-granddaughter of Laura Theresa Wilson.

Margaret Griffin, of Woodville, N. C., granddaughter of Mary Bond Thompson.

Louise Hall, of Scotland Neck, daughter of Sadiebell McGuigan.

Mariana Hancock, of Oxford, N. C., granddaughter of Mariana Thorpe.

Katherine Hardison, of Raleigh, N. C., daughter of Katherine Smith.

Charlotte Harris, of Norfolk, Va., daughter of Charlotte Meares.

Florence Harris, of Raleigh, N. C., daughter of Saidee Robbins.

Sue Harwood, of Durham, N. C., granddaughter of Sue Somervell.

Elizabeth Holmes, of Weldon, N. C., great-granddaughter of Mary Carolyn Holmes.

Mary Tudor Hudson, of Hertford, N. C., granddaughter of Mary Wood, daughter of Katherine Winslow.

Martha Dabney Jones, of Norfolk, Va., granddaughter of Mary Smith Ruffin.

Louise Jordan, of Fayetteville, N. C., granddaughter of Eliza Hall Manning.

Dorothy Kerr, of Clinton, N. C., daughter of Rena Lee.

Sarah Korn, of Woodbury, N. J., daughter of Jennie Woodruff.

Martha Lewis, granddaughter of Cornelia B. Lewis, daughter of Lottie Sharp.

Penelope Lewis, granddaughter of Cornelia B. Lewis.

Rebecca Lockwood, of Washington, D. C., daughter of Florence Beckwith.

Nancy Maupin, of Raleigh, granddaughter of Mary Armistead Jones, daughter of Mary Branch.

Mary Lily Moore, of Raleigh, N. C., daughter of Bertha Holman.

Mary Sue Newell, of Henderson, N. C., granddaughter of Sue Eaton.

Mary Olson, of Raleigh, N. C., great granddaughter of Elizabeth Bonner Eborne.

Betty Oates, of Spartanburg, S. C., daughter of Kate Montgomery.

Louise Partrick, of Raleigh, N. C., granddaughter of Judith Howerton.

Patty Patton, of Swannanoa, N. C., granddaughter of Martha Turner, daughter of Isabel Brumby.

Lucy Pittenger, of Enka, N. C., granddaughter of Lucy J. Pittenger, daughter of Mildred Hall.

Mary Shepherd Quintard, of Raleigh, N. C., granddaughter of Helen Wesson.

Mary Louise Riddick, of Scotland Neck, N. C., daughter of Louise Jocey.

Agnes Sanford, of Mocksville, N. C., great-granddaughter of Isa Gordon.

Frances Smith, of Florence, S. C., granddaughter of Margaret Jordan, daughter of Hallie Carrison.

Jane Spruill, of Rocky Mount, N. C., granddaughter of Mary Parker, daughter of Mary Battle.

Sarah Sutton, of Raleigh, N. C., granddaughter of Sally Manning, daughter of Cantey Venable.

Lossie Taylor, of Wilmington, N. C., daughter of Placide Clark.

Mildred Taylor, of Columbia, S. C., great-granddaughter of Lydia White.

Rebecca Tucker, of Charlotte, N. C., granddaughter of Willie Tucker.

Elizabeth Tucker, of Raleigh, N. C., daughter of Annie Cheshire.

Sarah Tucker, of Raleigh, N. C., daughter of Annie Cheshire.

Eugie W. Watters, of Wilmington, N. C., daughter of Eugie D. Woodruff.

Frances Warren, of Trenton, N. C., daughter of Etta Burt.

Winifred Vass, of Raleigh, N. C., daughter of Annie Root.

INTERESTING LETTERS OF EARLY SAINT MARY'S DAYS

The following letters mentioned and quoted in the historical sketch, "A Saint, a Sorethroat, and a Centennial Celebration," are reprinted in full in this section in the belief that they will be of interest to all alumnæ.

Tempe Neal's letter, dated in September, 1844, is written on the inside of a folder, having on the front the old drawing of the school by Mrs. Blessner. Tempe's letter is addressed to her parent, Mrs. C. C. Neal, of Louisburg, N. C. It is to be noted that in editing it the letter has been punctuated for clearer reading.

Miss Lena H. Smith's account of the school, written recently, gives her impressions of Saint Mary's when she was a student, and tells of the conditions at the school during that time. Miss Rebe Shields, of

Raleigh, niece of Miss Smith, received the account, after having sent a Saint Mary's Christmas card to her aunt this past Christmas. These cards, sponsored by the Henderson Alumnae Chapter, have a reprint of the same early drawing of the school, drawn by Mrs. Blessner. Miss Smith, who attended Saint Mary's in the early seventies, lives in Scotland Neck, N. C.

Tempe Neal's Letter

SAINT MARY'S, RALEIGH, Sept. 5, 1844.

MY DEAR MOTHER:

I thought I would answer brother's letter before I wrote to you, but as Mr. Smedes received the picture of the school, I thought I would rather write to you on it and give you a description of the place, in order that you may understand the picture better. You will see under it, "Drawn by Mrs. Blessner." The lady and gentleman nearest it is Mr. and Mrs. Blessner, and their lap-dog running on before them. The stage is coming with some of the scholars, and the driver is blowing his horn. The porch ought to be full of girls, for we always run out when any of the scholars are coming. You will see a few persons walking with parasols. I expect they are intended to represent visitors, for the girls never use parasols when they exercise, and, besides, there are not enough for the girls. There are most too many gentlemen about.

I suppose I must tell you of the new rule which Mr. Smedes has adopted. Every night he gives us marks according as we fulfill our duties during the day. Five is the highest number which we can get. I have got five thus far, and hope I shall continue to get the number. The first night we commenced this rule, before prayers, one of the girls pinned a pocket handkerchief to his coat, but he did not take off any marks from her five. He said it was the time in which we could do anything we chose.

The soiree is exactly a fortnight off, and as it is too cold to wear white, I must ask you to send me a dress to wear. Tell Uncle Willie and brother they must write. Tell brother I will answer his letter as soon as I can.

Give my love to all the family and tell them all they must write. Tell John he must write to me, and you must answer my letter as soon as possible.

Your affectionate daughter,

TEMPE.

Mrs. Lena H. Smith's Letter

THOUGHTS OF DEAR SAINT MARY'S SUGGESTED BY THE POSTCARD.

The stagecoach in the picture looks too small, for when I went to Saint Mary's one gloomy day in January, 1870, there was a large yellow omnibus with four horses. School was to begin on Monday; so my

father took Sallie Speed and me on Friday before, in order that he could return Saturday and not have to travel on Sunday.

After seeing Dr. Smedes in his study, we were taken to Mrs. Iredell's dormitory. It did look so dreary—twenty-one bare beds. After making our beds, we went to dinner—one long bare table with two girls and a teacher. That night two homesick girls cried themselves to sleep. The next day the omnibus discharged a crowd of girls several times. By Saturday night the long table in the dining room was almost filled and the dreary appearance dispelled. After the little beds were made, the pretty blue alcove curtains hung, and the pots of growing flowers placed in the windows, the dormitory was sweet and homelike. Two girls used each alcove, in which there was a washstand with bowl and pitcher, mirror and shelves, and a place for a trunk and a chair. In the dormitory began a friendship of mine that lasted through life—Carrie Norfleet, of Tarboro (Mrs. Henry Nash).

Old Uncle Washington, the man servant, carried bucket after bucket of water each day to fill two large metal tubs in the passage upstairs from which the pitchers of forty-two girls and two teachers were filled. In addition to this duty, Uncle Washington milked the cows, worked the garden, and kept up the wood fire in two furnaces.

Sunday found the chapel fairly filled, but when the familiar chants began, one by one the homesick girls dropped down in the pews until there were only a few standing. Service over, we filed into the dining room for lunch, which was two soda crackers with cheese between them and a dried apple patty. That was the lunch every Sunday. We were allowed to eat it in the grove or anywhere we chose. One of my most beautiful memories is the service in chapel on Sunday afternoon. There was no light, and just at twilight the last hymn, "Abide With Me," was sung. I never hear it that I do not recall those services.

The daily routine: Rising bell at an early hour, then roll call in the parlor. Many girls came down with the backs of their dresses not buttoned; so they filled the little chemistry room opening into the parlor, poked their heads in the door to answer to their names, then stood back to have their dresses buttoned. I can call the roll after all these years: Miss Atkinson, Miss Berry, Miss Bowers, Miss Blount, Miss Olivia Blount, Miss Creasy, Miss Crump, etc. After breakfast and prayers every morning came walking hour. Dr. Smedes would chase us all around to get us away from the registers to walk. After a rain or snow he would say, "Beautiful walking overhead." In addition to our regular lessons, we had a Bible class three days a week and a lecture, from which we had to write abstracts.

Saturday, after walking hour, we went to our respective dormitories for sewing hour to mend our clothes. Mrs. Iredell read to us during that time. Two books she read were "Initials" and "Quit." When

sewing was over, old Jane Stallings, a simple minded old woman, would come up. Miss Mildred Lee had drilled into Jane's stupid head the formula for accepting or rejecting a lover. The girls would ask her, "Jane, will you have me?" If she liked the girl she would reply, "Yes, my love, I'll be your little turtle dove"; if she disliked the questioner she would answer, "No, foul friend, take yourself off to lower regions," stamping her foot. Every Saturday through the years the girls made old Jane go through this several times in each dormitory. The old woman wore a little plaid shawl, carried a basket on her arm, and resting on her grey hair was a scoop bonnet with a mass of artificial flowers. Dr. Smedes was good to her as he was to all needy persons.

Dr. Bennet Smedes taught in the school. Annie Smedes (Mrs. Root) was younger than I, and Sadie (Mrs. Erwin) was just a little girl. Miss Hansen was the vocal teacher, and Miss Stella Shaw taught piano. Mrs. Klifmiller, a German, taught the art class in West Rock on the second floor. Miss Katie's dormitory was on the first floor. Mme. Le Gal, the French teacher, presided at the French table, and old Aunt Amanda, from Louisiana, who spoke French, was the waitress. Even when the girls went to see Madame's niece, who was a student and roomed with her aunt, not one word of English was permitted.

The breastworks used during the war were still in the grove. A girl met a boy one night behind them and was sent home (Connecticut). Around the grove was a high fence. The top plank was very wide so the boys on the street and the girls within were unable to see each other except from waist down.

We especially loved the parlor. There were beautiful portraits of Dr. Smedes' mother and beloved widowed daughter-in-law, and many other paintings and engravings of Bible scenes. There was a piano to use for dancing, and a grand piano used only for semimonthly soirees. Between the portraits of Bishop Ives and Bishop Ravenscroft was a large mirror, and between the mirror and portraits were console tables on which were handsome red and gold Venetian glass vases brought by Dr. Smedes from Europe. There were also two bronze pedestals with groups of animals bought in Europe. There were benches all around the wall, cushioned with oiled turkey-red calico.

I am not capable of describing Dr. Smedes, that saintly, godly, understanding man, nor to tell what he meant to each and to all. Fortunate was the girl who was in his confirmation class. He took us in his study and talked as a father would to his own children, then took each one separately and gave us advice that he knew we needed and a little petting that made us love and honor him more. All my life I have found help in the little talk he gave me. Under the most trying circumstances he was always patient, sweet, and gentle. He had a little buggy with a seat for two and a driver's seat in front. He took two girls to ride

every day, choosing them alphabetically, he sitting in the little uncomfortable driver's seat. To the confirmed girls he said, "When you go to church don't turn your back on the Lord's Table" (going out before communion). After prayers at night he gave us little talks. If he began, "My dear children," we knew he was going to say something nice; but if he began "Young Ladies," we knew we were in for a lecture. He said, "Only once in my life have I been ashamed of a Saint Mary's girl." He was also full of fun.

Some of the things I remember his telling us were: "A lady's name ought to be in the newspaper but twice in her life, when she is married and when she dies." "Dance all you like, but do not go to public balls—no place for a lady."

HENDERSON CHAPTER SPONSORS BRIDGE PARTY

The annual Saint Mary's bridge party, which was given on Wednesday afternoon, February 16, at 3:30 o'clock at the West End Country Club, was well attended with contract being played at twenty-seven tables. The Saint Mary's Alumnae Association, of which Mrs. Alex Cooper is head, sponsored the party.

Cherry blossoms were attractively arranged in bowls and jars in the club. High-score prizes were awarded at each table, and a grand prize, a dainty bedside lamp, went to the highest scorer for the afternoon.

At five o'clock, tea, coffee, and accessories were served to the guests, with the Washington birthday motif being carried out in the gaily colored napkins used.—(Taken from the Henderson paper.)

ALUMNÆ NOTES

Katherine Harding, '34, of Washington, N. C., has accepted a position in the office of Congressman Lindsay C. Warren at Washington, D. C. Kack began work February 1, and took the place of Diege Skinner, who also graduated from Saint Mary's.

Mary Lib Ferguson, '34, of Greenville, writes that she is teaching school in Aulander, N. C.

Kay Broughton, '34, is living in Norfolk now with her family, and is taking a business course there.

From Frances Shore Brown, '28, came a "newsy" letter to Miss Bason the other day. Frances Shore is quite busy working with her father in the "old-fashioned homemade rug" business, and helping her brother in the chicken business. She also gave news of Isabelle Clarke, Mattie Sue Taylor, '28, and Betty Hoyt. Isabelle is to be married this summer. Mattie Sue Taylor married Dr. Wilkinson, and they, with their new baby, are living in Washington, D. C. Betty Hoyt is working in Jacksonville.

VISITORS AT SCHOOL SINCE OCTOBER

Clarice Bailey, '37, Wilmington, N. C. (Sweetbriar.)
Virginia Bower, '37, Lexington, N. C. (Carolina.)
Katherine Fleming, '37, Wilson, N. C. (Carolina.)
Connie Lee Thigpen, '37, Rocky Mount, N. C. (Carolina.)
Olive Cruikshank, '37, Raleigh, N. C. (Carolina.)
Elizabeth Young, '37, Richmond, Va.
Rebecca Davis, '37, Dunn, N. C.
Mena Branch Fleming, Wilson, N. C.
Myrtle Ward Westbrook, Pittsboro, N. C.
Helen Rose Witten, '37, Oxford, N. C. (Duke.)
Payne London, of Rockingham, N. C.
Elizabeth Parham, Columbia, S. C. (U. S. C.)
Etta Burt Warren, '34, Trenton, N. C.
Alice James, '37, Wilmington, N. C. (King-Smith.)
Louise Backus, Alexandria, Va.
Jessie Skinner, '37, Elizabeth City. (Salem.)
Ann Whaling, '37, Winston-Salem, N. C. (Salem.)
Marian Beall, Savannah, Ga.
Nancy Hulbert, Savannah, Ga.
Christine Thompson, Chapel Hill, N. C. (Arlington Hall.)
Nancy Campbell, Wilmington, N. C. (Arlington Hall.)
Betty Johnston, Tarboro, N. C.
Agnes Gregory, Halifax, N. C. (Converse.)
Beverly Vann, Franklinton, N. C. (Converse.)
Janet Lawrence, '37, Chapel Hill, N. C. (Carolina.)
Rena Harding, '35, Washington, N. C.
Maria Tucker, '36, Raleigh, N. C. (Carolina.)
Camille McDaniel, Greenville, S. C. (G. W. C.)
Julia Edwards, Jacksonville, Ala.
Mildred Pittenger, Enka, N. C.
Betsy Taylor, Warrenton, N. C. (Carolina.)
Betty Scott, '37, Graham, N. C. (Salem.)
Elsa Winters, '37, Raleigh. (Carolina.)

Pebbles Walton, West Palm Beach, Fla.
Jamie Merritt, Greenville, N. C. (Greensboro College.)
Virginia Worth, '37, Elizabeth City. (Mary Baldwin.)
Clara Bond Anderson, '37, Burlington, N. C. (Goucher.)
Jean Hodges, Greenville, N. C. (King-Smith.)
Maria Drane, '35, Washington, D. C.
Frances Roberts, '36, New Bern, N. C.
Catherine Lever Mozenso, '35, Columbia, S. C.
Rebecca and Ann Bryant, Scotland Neck, N. C.
Janet McConnell, '37, Fayetteville, N. C. (Duke.)
Nancy Jernigan, '37, Ahoskie, N. C. (Duke.)
Frances Smith, Greenville, S. C. (King-Smith.)
Lucia Cary Tabb (Mrs. John Wilkins), Mathews Co., Va.
Harriet Lightfoot Wilkins (Mrs. John Sanders), Mathews Co., Va.

DEATHS

Relatives and friends have been advised of the death of Miss Mary C. (Niece) Smedes, '86, at her home, "The Oasis," Cades, Louisiana, where she was born in 1851. Miss Smedes was the daughter of the late Evert Bancker and Sarah Cades Smedes. During the War Between the States she was a student at Saint Mary's School, of which her uncle, Rev. Aldert Smedes, D.D., was principal. Miss Smedes was a devoted member of the Episcopal Church and an active alumna.

Mrs. Estelle Brodie Jones, wife of Howard F. Jones, died at her home in Warrenton, N. C., on February 12. Mrs. Jones is survived by her husband and three sons.

It was with regret that friends learned of the death of Mrs. Martha Leah Rose Watkins, of Henderson, January 22. Mrs. Watkins attended Saint Mary's and was well known throughout the State.

Mrs. J. J. Bernard, prominent in Raleigh and an interested and active alumna, died recently at her home in Raleigh.

ENGAGEMENTS

Mary Smedes Poyner, of Raleigh, to James Wesley York, of Raleigh. The wedding will take place in April.

Mary Highsmith Wells, of Fayetteville, to Cadet William H. Corbett. The wedding, which will take place in June, will be in the chapel at West Point.

MARRIAGES

Jane Bernhardt Toms, of Salisbury, to John Boddie Crudup, of Atlanta, on November twentieth, in Salisbury. The Crudups are at home in Atlanta.

Lucille Claiborne Stanton, of Wilson, N. C., to Norman Luke Franklin, of Burkeville, Va., on Saturday, November twentieth, Saint Paul's Church, Richmond. The Franklins will live in Salem, Va.

Hannah Hagans Knowlton, of Charlotte, to Rev. Thomas H. Wright, of Lexington, Va., December the first.

Mary Elizabeth Graham, of Black Mountain, to Thomas McClaskey Howerton, Jr., of Biltmore Forest, Tuesday, December the seventh, Pickens, S. C.

Allie Lee Graham, of Clinton and Sanford, to Joe Monroe Wilkins, Monday, December the thirteenth.

Laura Ball Hudler, of Raleigh, to Robert Emmett McNally, of Bellevue, Pa., in Raleigh.

Georgia Williams Kirksey, of Fayetteville, to Charles Sidney Pinkston, of Fayetteville, Saturday, January the eighth, at Fayetteville. At home in Fayetteville.

Myra Peyton Lynch, of Asheville, to William Stewart Rogers, of Asheville, on January the twenty-ninth, in Asheville.

Mary James Foley of Winter Haven, Florida, to Senator William Howell Smathers, of New Jersey, Wednesday, February the ninth, at the historic courthouse at Fairfax, Virginia.

Julia Rogers Drake, of Raleigh, to Joseph Roger Edwards, of High Point, on February the nineteenth, in Raleigh.

Barbara Janet Tash to David John Friar on Saturday, the twenty-sixth of February, in Ashburnham, Massachusetts. Mrs. Friar was a former gym instructor at Saint Mary's.

For enduring charm



The Saint Mary's School Plates

by WEDGWOOD

A well known view of Smedes Hall has been especially designed to recreate the charm of the original scene in a beautiful form for the lasting enjoyment of all alumnae and students. This centre will be hand engraved on copper plate to be printed in blue and rose pink on Wedgwood's famous Queensware. Each color gives a rich effect within the ivory embossment of classic scrolls, known as the Patrician border. The First Edition will be designated by an engraved view of the West Rock doorway that will appear as a backstamp. The Alumnae Association is indeed proud to sponsor such a worthy expression of your campus memories. Additional information and full particulars may be obtained from the Alumnae Office.

SAINT MARY'S SCHOOL BULLETIN



SAINT MARY'S SCHOOL
AND JUNIOR COLLEGE

RALEIGH, NORTH CAROLINA

COMMENCEMENT NUMBER
SESSION OF
1937-1938

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Saint Mary's School Bulletin

COMMENCEMENT NUMBER

June, 1938 RALEIGH, NORTH CAROLINA Series 27, No. 4

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ERWIN GANT	REBECCA NORMAN	

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EUGIE WATTERS

Four issues of the BULLETIN are published during the school year: The Alumnae Number in October, the Catalogue Number in February, the School-Life Number in March, and the Commencement Number in June.

Articles of interest to students and alumnae are requested. Address communications to SAINT MARY'S SCHOOL BULLETIN, Saint Mary's School, Raleigh, N. C.

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EDITORIAL

MARCH OF PROGRESS

Our school has undergone a series of direct improvements, which, with others, will go a long way in the general advancement of Saint Mary's. Under the leadership of an ambitious president, Student Government is now the central and all-enveloping power responsible for the coöperation and participation of the students with an affirmative interest in all new programs. This spring alone the students' organization has adopted several progressive measures which will make the school a more efficient and at the same time a more enjoyable place in which to work and play.

Projects have included the establishment of a Saint Mary's Student-Faculty Legislative Body, which will complement the Executive and Judicial duties of the Honor Council. Plans for a Drive Committee, which will introduce plans and officiate in the dissemination of interest in the same for any worth-while proposition that they may consider,

have also been made. A new honor society, The Order of the Circle, has been established, membership in which is based on scholarship and school citizenship. Also, the old study hall has been eliminated as a punishment for failure to meet grade qualifications, and is now almost completely a disciplinary measure. This has reduced the problem of noise during quiet hour considerably.

These are only a few of the major changes that have been made this semester and it is believed by us all that next year and all years will see Saint Mary’s ever going forward with remarkable speed on her march of progress.

STUDENT OFFICERS FOR 1938-39

President Student Body.....	Helen Montgomery, Richmond, Va.
First Vice President Student Body.....	Sarah Sawyer, Windsor, N. C.
Senior Class President.....	Peggy Hopkins, Bel Air, Md.
President Sigma Lambda Literary Society,	
	Mary Shepherd Quintard, Raleigh, N. C.
President E. A. P. Literary Society.....	Helen Holt, Warrenton, N. C.
Editor-in-Chief of the <i>Belles</i>	Elizabeth Hunter, Vienna, Va.
Editor-in-Chief of the <i>Stage Coach</i>	Martha Lewis, Durham, N. C.
Editor-in-Chief of the <i>Bulletin</i>	Virginia Allison, Schenectady, N.Y.
President Sigma Athletic Society.....	Mallie White, Birmingham, Ala.
Vice President Sigma Athletic Society.....	Francis Coxe, Asheville, N. C.
President Mu Athletic Society.....	Mary Gault, Wilmington, N. C.
Vice President Mu Athletic Society.....	Margaret Griffin, Woodville, N. C.
Chief Marshal.....	Margaret Taylor, Greensboro, N. C.
Marshals.....	{ Merrie Haynes, Charlotte, N. C.
	{ Ann Flowe, Kannapolis, N. C.
	{ Martha Anne Speight, Rocky Mount, N. C.
	{ Virginia Allison, Schenectady, N. Y.

HONOR ROLL

Academic Department

Gertrude Randolph Carter.....	Shirley, Va.
Martha Shelton Chase.....	Raleigh, N. C.
Elizabeth Jolliffe Clarkson.....	Hobe Sound, Fla.
Mary Willis Douthat.....	Weyanoke, Va.
Louise Huske Jordan.....	Fayetteville, N. C.
Jean Crittenden Miller.....	Greensboro, N. C.
Sarah Pearson Sawyer.....	Windsor, N. C.
Ann Parkinson Seeley.....	Raleigh, N. C.
Elizabeth Toole Tucker.....	Raleigh, N. C.
Mary Jane Yeatman.....	Columbia, Tenn.

Business Department

Dorothy Kerr.....	Clinton, N. C.
Lillie Albright Robertson.....	Wilmington, N. C.
Betty Sibley.....	Wilmington, N. C.
Sarah Frances Wright.....	Atlanta, Ga.

HONORABLE MENTION**Academic Department**

Jean Havens Blount.....	Greenville, N. C.
Sue Allen Clapp.....	Atlanta, Ga.
Ann Bright Dawson.....	Kinston, N. C.
Laura Dingle.....	Houston, Texas
Ann Hall Flowe.....	Kannapolis, N. C.
Corinna Erwin Gant.....	Burlington, N. C.
Louise McGwigan Hall.....	Scotland Neck, N. C.
Elizabeth Garland Hunter.....	Vienna, Va.
Mary Louise Riddick.....	Scotland Neck, N. C.
Kathleen Roberson.....	Greenville, S. C.
Lossie Grist Taylor.....	Wilmington, N. C.
Winifred Marshall Vass.....	Raleigh, N. C.
Mary Miller Wheat.....	Charlottesville, Va.
Mary Elizabeth Woods.....	Kent, Conn.
Betty Telfair Wright.....	Raleigh, N. C.

Business Department

Aileen Bynum.....	Hope Mills, N. C.
Virginia Farmer Hardin.....	Decatur, Ga.
Mary Midyette.....	Aurora, N. C.
Ernestine Rich.....	Philadelphia, Pa.
Eugie Waddell Watters.....	Wilmington, N. C.

COMMENCEMENT NEWS

BACCALAUREATE SERVICE

On Sunday, May 29, the Rev. Thomas H. Wright, of Lexington, Va., delivered the baccalaureate sermon in Saint Mary's Chapel. The service was very beautiful with more than the usual amount of beautiful music by the choir and Mr. William Jones at the organ. Mr. Wright's sermon was very fittingly inspirational to outgoing Seniors as well as to returning students.

CLASS DAY EXERCISES

At seven-thirty in the morning of Monday, May 30, the Sophomore class (the class of 1940) held its annual exercises in the parlor, because of rain. The class, dressed in attractive white crepe, filed in singing their class song. Helen Lu Divers read the class roll and Timpy Woods the history. Erwin Gant read the class prophecy and Elizabeth Toole Tucker the last will and testament. Then Mrs. Cruikshank presented Elizabeth Toole Tucker with the award for the highest scholastic standing in her class. Virginia Trotter, president of the class, presented the class gift to be used for individual mail boxes. The program closed with the student body singing the Alma Mater.

At eleven o'clock the entire student body formed a procession and ushered the seniors into the auditorium for the exercises of the class of 1938. Mary Elizabeth Neff, senior president, welcomed the audience. Sallie London Fell read the class roll, Louise Hall the class history, Louise Jordan the prophecy, and Ann Dawson the last will and testament. Mary Anne Koonce presented the generous class gift. The seniors sang "Good-bye, School." Mr. Kloman pronounced the benediction.

GRADUATION EXERCISES

(Ninety-Sixth Commencement)

On Tuesday morning, May 31, at eleven o'clock, the student body filed into the auditorium for the last time, dressed in white and the Seniors in caps and gowns, followed by the academic procession of Faculty and Trustees, who sat on the stage. The group, with guests, sang "America." Then Mr. Kloman, Saint Mary's chaplain, led with prayers. Mary Jane Yeatman gave the Salutatory address, which was followed by a splendid and inspirational talk to the Seniors in particular by the Governor of the State of North Carolina, his Excellency, Clyde R. Hoey. Then Louise Jordan gave the Valedictory. Mrs. Cruikshank announced the school honors. Elizabeth Toole Tucker won the Niles Medal for scholarship in the academic department and for deportment. Louise Jordan won the prize winning Senior Essay.

After this the High School Diplomas were presented. Girls receiving these were:

Cathleen South Castles	Glen Ridge, N. J.
Martha Codding Clovis	Wheeling, W. Va
Marguerite Murchison	Houston, Texas
Margaret Bain Cutliff	Raleigh, N. C.
Helen Lucretia Divers	Pulaski, Va.
Frances Fish	Ridgewood, N. J.
Corinna Erwin Gant	Burlington, N. C.
Alice Maxine Hoffman	Raleigh, N. C.
Helen Aylett Kendrick	Elizabeth City, N. C.
Margaret Betts Lewis	Greensboro, N. C.
Anne Lytle	Weirsdale, Fla.
Nancy Marshall	Leakdale, N. C.
Emily Schenck	Raleigh, N. C.
Elizabeth Ellen Taylor	Lynchburg, Va.
Virginia Trotter	La Grange, Ga.
Elizabeth Toole Tucker	Raleigh, N. C.
Martha Virginia Watts	Lynchburg, Va.
Mary Elizabeth Woods	Kent, Conn.

After the presentation of these diplomas, Mrs. Cruikshank announced the certificate awards of the Art, Business, and Expression departments, which were as follows:

Art Department

(Certificate in Commercial Art)

Betty Gaither	Morganton, N. C.
Helen Noell	Durham, N. C.

Business Department

(Full Certificate)

Aileen Bynum	Hope Mills, N. C.
Katharine Hancock	Howardsville, Va.
Anne Elizabeth Mann	Raleigh, N. C.
Ernestine Rich	Philadelphia, Pa.

(Certificate in Stenography and Typing)

Eileen Brent	Bedford, Va.
Virginia Christman	Spartanburg, S. C.
Dorothy Duke	Raleigh, N. C.
Betty Gaither	Morganton, N. C.
Mary Gault	Lake Waccamaw, N. C.
Margaret Hamaker	Raleigh, N. C.
Virginia Hardin	Decatur, Ga.
Barbara Honeycutt	Raleigh, N. C.
Dorothy Kerr	Clinton, N. C.
Mary Midyette	Aurora, N. C.
Lillie Robertson	Wilmington, N. C.

Betty Sibley.....	Wilmington, N. C.
Eugie Watters.....	Wilmington, N. C.
Florence Withers	Gastonia, N. C.
Sarah Frances Wright.....	Atlanta, Ga.

Expression Department

(Certificate in Stagecraft and Art of Acting)

Mary Anne Koonce.....	Raleigh, N. C.
Helen Valentine.....	Schuylkill Haven, Pa.
Louise Wilson.....	Lynchburg, Va.
Mary Elizabeth Woods.....	Kent, Conn.

While the student body sang "Hail, Saint Mary's" and marched to the chapel for the final part of the exercises, the guests went to the chapel, too. There was held a regular service and the presentation of Junior College diplomas, followed by an address from Bishop Penick. The Bishop suggested that the outgoing Seniors, in particular, subject themselves to a test of humility, which is the road to wisdom, and to a test of discrimination by which one might determine her own standards and ideals, and, finally a test of consecration to furnish a goal for herself.

After the service the students formed the traditional semicircle in front of Smedes Hall, and Margaret Taylor, the Chief Marshal, pronounced that the school session of 1937-38 was officially closed.

SALUTATORY

MARY JANE YEATMAN

With no sense of humility, but rather with pride, do we invite you to witness this our graduation. We fully realize, however, that we could have accomplished nothing without the active interest, love and assistance of our mothers, fathers, teachers and fellow students. You have given unselfishly to us in the past; today what is ours, we owe to you. Elphinston has said:

"We've had our share of mirth, of meat, and drink.
'Tis time to quit the scene—
'Tis time to think."

And so I urge you to think with us this day, and share with us its sad, yet joyful and hopeful meaning.

You are welcome to the 96th Commencement exercises.

VALEDICTORY

LOUISE HUSKE JORDAN

"The world will little note, nor long remember what we say here." Commencement exercises are intensely important to the parents and members of the graduating class, and it should be so; but other classes

have received diplomas and said good-bye. Former graduates are here today. We look at them and think to ourselves, "Saint Mary's could not possibly have meant so much to them"; and yet it must have. We watch the Juniors and Sophomores, wondering if they will hate to leave as much as we do and all the while we realize that they will. We are "but parts of one stupendous whole," a passing year in the golden treasury of Saint Mary's, but a year that has been fruitful and happy in service and companionship and a year in which we have studied and learned and grown for the world beyond commencement. May we accept our beautiful memories, intelligently realizing that there is no need for things ever to be the same again, and continue upward and onward "nor cast one longing lingering look behind."

JUNIOR COLLEGE GRADUATES, CLASS OF 1938

Phoebe Elizabeth Bashore, Schuylkill Haven, Pa.; Pauline Patton Bates, Richmond, Va.; Jean Havens Blount, Greenville, N. C.; Margaret Elizabeth Burgwyn, Woodland, N. C.; Anne Garvin Burnett, Rocky Mount, N. C.; Doris Mae Butler, Clinton, N. C.; Anne Elizabeth Cox, Raleigh, N. C.; Sylvia Burt Cullum, Batesburg, S. C.; Ann Bright Dawson, Kinston, N. C.; Betsy Sairfax Dockery, Rockingham, N. C.; Sarah Willa Drew, Raleigh, N. C.; Elizabeth Lamar Dudley, Augusta, Ga.; Sallie London Fell, Trenton, N. J.; Doris Goerch, Raleigh, N. C.; Sarah Clement Griffith, Asheville, N. C.; Louise McGwigan Hall, Scotland Neck, N. C.; Katharine Withers Hancock, Howardsville, Va.; Betsy Bryan Hobby, Raleigh, N. C.; Sally Margaret Holmes, Fairmont, N. C.; Pauline Holt, Greensboro, N. C.; Mabel Humphrey, Goldsboro, N. C.; Louisa Grant Jones, Wilmington, N. C.; Louise Haughton Jones, Greensboro, N. C.; Louise Huske Jordan, Fayetteville, N. C.; Letitia Moore Knox, Washington, D. C.; Mary Anne Watson Koonce, Raleigh, N. C.; Nancy Branch Maupin, Raleigh, N. C.; Jean Crittenden Miller, Greensboro, N. C.; Alexa Thomas McColl, Bennettsville, S. C.; Sarah Rawlings McGrady, Raleigh, N. C.; Mary Elizabeth Neff, University, Va.; Helen Nelson Noell, Durham, N. C.; Rebecca Wyse Norman, Raleigh, N. C.; Helen Frances Page, Raleigh, N. C.; Louise Howerton Partrick, Raleigh, N. C.; Martha Turner Patton, Asheville, N. C.; Mary Josephine Pope, Dunn, N. C.; Helen Redfern, Raleigh, N. C.; Mary Louise Riddick, Scotland Neck, N. C.; Mary Emma Robbins, Durham, N. C.; Kathleen Roberson, Greenville, S. C.; Charlotte Elizabeth Ruffner, Raleigh, N. C.; Agnes Granbery Sanford, Mocksville, N. C.; Ruth Helen Seidler, Maplewood, N. J.; Anne Leslie Shook, Tarboro, N. C.; Havanna Cuba Silver, Raleigh, N. C.; Nancy Scull Taylor, Harrellsville, N. C.; Betsy Clark Thomas, Westminster, Md.; Winifred Marshall Vass, Raleigh, N. C.; Mary Galt Williamson, Raleigh, N. C.; Elizabeth Telfair Wright, Raleigh, N. C.; Mary Jane Yeatman, Columbia, Tenn.

STUDENT GOVERNMENT

STUDENT-FACULTY LEGISLATIVE BODY

The Legislative Assembly, organized at Saint Mary's in late March, has proved its effectiveness in the few months that it has been in existence. The aim of the Student-Faculty Legislative Body is "to promote understanding and coöperation between faculty and students and to establish for us and our successors the common feeling that the *governing of this school is the duty and responsibility of every student.*" The body consists of fifteen students and seven faculty members. The student members include the President of the Student Body, the Vice President of the Day Students, six class representatives (elected by the respective classes), the editor of the Hand Book, and the class presidents, who shall act as *ex officio* members. The faculty members are: The Dean of Students, the assistant to the Dean, the Honor Council adviser, and four faculty members appointed by the President.

The purpose of the legislative body is to consider and pass on proposals tendered by the students through the class representatives. It is the students' voice in the government of the school; it is the legislative department of the government, intended to give the students a chance to make the laws, just as they have executive power through the President of the Student Body, and judicial power through the Honor Council. These three departments will work together for the common aim of making student government a principal interest of every student.

THE ORDER OF THE CIRCLE

On March 23, Miss Kate Spruill announced to the student body the organization of a Saint Mary's honor society, the Order of the Circle. Since Christmas, a group of selected students, Mrs. Cruikshank, and Miss Spruill had been making plans for this society with the idea of promoting improvement in school spirit and scholastic standards. The purpose of the society will be: "As the circle symbolizes unity, so shall the purpose of this organization be to promote a spirit of coöperation among the students and between the faculty and students by the cultivation of high ideals of fellowship, service, citizenship, and scholarship, and to assist new students in finding their places in school life and activities."

Members of the society will be chosen from the senior, junior, sophomore, and business students who have an average of B— or better in

their studies. The members of the society shall not exceed twenty. Of this number, one-third, mostly seniors, shall be initiated in the fall, and the remaining two-thirds, mostly juniors, in the spring.

At the beginning of each year, the president of the society shall explain to the student body the purpose of the society. After that, old members will tap new members by placing a circle of some material in their hands so that only the tapped one will know that she is being chosen. The names of the members shall remain a secret until after the initiation, which shall take place on a night designated by the Circle. At that time a private ceremony will be followed by the formation of a circle on the back campus, into which each new member shall be taken separately. This service ended, the members shall walk in single file around the campus until they have made a complete circle.

As the chosen leaders of Saint Mary's, the members of the Circle have planned to use their influence for the best interests of the school; to promote scholastic excellence; to create a sense of coöperation between the faculty and students; to instill in the student body a feeling of responsibility for the welfare of the school and a spirit of service and leadership; to discuss and consider the problems of the school and to promote fellowship among the students.

Membership in the society is the highest honor that can be conferred on a student by students. The Circle is not a social organization; a girl wins her membership through her own individual merit.

STUDY HALL PUT ON A NEW BASIS

In February executives of the student government were pleased to announce a new and more dignified system of regulating study hall, the main purpose of which was to eliminate noise on the campus. According to the new system, students are not sent to study hall for scholastic deficiency, unless special request for this is made by a member of the faculty. Instead, attendance in study hall, as well as restriction of privileges, is required of students who repeatedly are noisy or frequently late. Reports for misbehavior are turned into the hall presidents, who, by a uniform set of rules, administer the penalty. This move, it is believed, is an improvement over the previous study hall plan.

THE DRIVE COMMITTEE

Next year Saint Mary's will have a Drive Committee that will have charge of initiating plans and disseminating interest in large projects which cannot be handled by the students alone. The committee will introduce propositions to the students, who, if interested, may undertake

the plans, making themselves responsible for getting it under way. Next year will be the first and the trial year for the committee. If it is a success, the chairmanship will become a major office of the school. Ernestine Rich, of Philadelphia, Pa., has been appointed next year's leader. The students can invest their faith in this very capable girl. It is expected that the committee's first project will be a new school library, since the library is not large enough to accommodate the increased number of students and books.

VICE PRESIDENT OF STUDENT GOVERNMENT

A new plan has been adopted at Saint Mary's with the offices and duties of the Student Government executive and judicial body, the Honor Council. This spring it was suggested that a new office, First Vice President, be created, to be held by a senior, whose duties shall consist of having charge of the orientation of new students and being chairman of the Committee for the Revision of the Constitution. Sarah Sawyer, of Windsor, North Carolina, was elected to the office. Sarah is an excellent student, a literary society member, and a member of the Circle. She is capable and well qualified for the office and will certainly win the support of every student in the initiation and maintenance of all worth-while projects within her jurisdiction.

SCHOOL AFFAIRS

THREADING THE SEMESTER

The Raleigh Civic Music Association sponsored the National Symphony Orchestra under the directorship of Hans Kindler in concert of magnificent music which was extremely appealing to all students who attended. . . . The main enterprise of the Dramatic Club this term was its presentation of Sheridan's "Rivals." Betty Cleavenger made a very good Mrs. Malaprop. Jean Miller, Sylvia Cullum and Louise Wilson were splendid, but then every character was. . . . The Gym Department, not to be outdone, presented a remarkable demonstration in which every student had a part. For this reason alone the exhibition exemplified the coördination of a well trained army. Congratulations, Miss Harvey and Miss Vincella, for a fine piece of work. . . . A bus of gay French students attended Duke University's worthy production *en français* of "Le Malade Imaginaire." . . . Posture week was a success because it certainly made us all slump-and-bump conscious for a while at least. Francis Coxe exhibited the best posture and Merrie Haynes the wittiest and most artistic poster during the competitions of that week. . . . The Raleigh String Quartet Recital was much enjoyed by the entire student body. . . . On March twenty-third the announcement of a new Honor Society based on fellowship, service, citizenship, and scholarship. . . . A week later definite plans were announced for the organization of a representative Student-Faculty Legislative Assembly consisting of seven faculty members and fifteen student members, which is "the students' voice in the government of the school." . . . On March twelfth Miss Mary Ruth Haig gave a piano recital, one of a faculty series, assisted by Miss Katherine Stuart and Mr. Wm. H. Jones. . . . The first week-end after spring holidays was the time of a four-day sight-seeing excursion to Charleston, S. C., by twenty-six students, Mrs. Cruikshank, Miss Tucker, and Miss Spruill. The girls certainly held a key to the city. . . . At the Student Government Conference held in Raleigh in late April our own Helen Montgomery was elected secretary of the conference for next year. . . . May seventh certainly saw all the gayety of a New York City roof garden at the Junior-Senior dance held in that setting. . . . Mrs. Cruikshank entertained the Seniors and their dates at her home at a charming buffet supper afterwards. . . . On May eighth Bishop Penick conducted the Sunday morning Chapel Service and confirmed six girls. . . . May twelfth hailed the announcement of Helen Holt and "Sheppy" Quintard as next year's presidents at the joint banquet of the literary societies. . . . School Party for Seniors by sophomores was great fun for both classes. . . . May Day was postponed until Monday from Saturday

because of rain. When we did finally see it, it was truly beautiful. The court was in shades of blue, the maid of honor in yellow, and the lovely queen in white. The dancing and other entertainments for the queen were colorful and gay and well done. . . . Mr. and Mrs. Joseph Hardison, of Edwards & Broughton, entertained the *Stage Coach* staff at dinner at the Sir Walter Hotel on May fourteenth. . . . On May eighteenth a family of native American Indians entertained the student body with demonstrations of their customs and habits and manner of living. . . . On May seventeenth, the Raleigh Male Chorus, under the direction of Mr. Jones, presented its annual concert in the auditorium. Didn't the students agree with one of their encores—"Why Study?" what with their exams approaching. . . . The Senior Party was gay with the student imitations of the faculty and sad with the seniors singing "Good-bye, School." . . . Exams! . . . Miss Davis presented "Much Ado About Nothing" for the annual Commencement Play. The acting was splendid and the costumes and scenery were absolutely beautiful. . . . Class Day Sophomore Graduation and also the *Stage Coach* on hand with everyone darting for autographs. . . . Graduation! The circle of students in front of the school, and "Good-bye, School." Saint Mary's acquaintances shall never be forgot.

STEP-SINGING

On Sunday evening, May 29, the parents and friends of students gathered on the front campus in front of Smedes Hall to attend the final step-singing of the year. The seniors stood in front dressed alike in their attractive class day dresses of light blue silk. The remainder of the student body stood behind them. The entire group sang many old familiar songs and the school songs. Erwin Gant, of Burlington, North Carolina, organized the practice in the early spring and it is everyone's wish that interest will grow among the students until step-singing will become an established institution at Saint Mary's, as it is at many schools in the country.

JUNIOR-SENIOR

On May seventh the gym was fittingly decorated and final arrangements were complete for the annual Junior dance for the Seniors. The pages and Juniors did a splendid job in transforming the gym into a penthouse and starry sky. It was a very convincing roof garden, too, with the moon-lit "New York" sky line on all sides. There was refreshing punch and the music was fine. Every girl had a beautiful corsage and the receiving line wore pink roses. The number of stags was more limited than usual, but there were still enough for every girl to have a fine time. After the dance those privileged Seniors and their dates went

to Mrs. Cruikshank's home for a buffet supper, which they enjoyed so much. Wasn't that quite an eyeful that a few of the guests saw as they sought out their hostess to say good-night! They looked into the dining room and there was a second bunch of seniors who had not attended the dance and whom Mrs. Cruikshank had remembered and sent after to help finish up the remaining chicken salad, sandwiches and chocolate cake.

WILD FLOWER EXHIBIT

Miss Marjorie Lalor, professor of biology, has kept the library gay with an ever-changing exhibit of wild flowers the entire spring since the first appearance of the blue hepatica. Miss Lalor collected most of the specimens herself, but several were brought in by day students who have an opportunity for collecting. The biology students made out identification cards which enabled all students visiting the library to familiarize themselves with the common wild flowers of this region and to learn to associate the numerous names correctly.

LITERARY SOCIETY BANQUET

The Carolina Hotel was the scene on May the twelfth of the annual banquet of the Sigma Lambda and E. A. P. Literary Societies. The members were as gay in spirit as they looked in their spring evening clothes, and even the warm clear night added to the festive occasion. Everyone was thrilled as they entered the private dining room where dinner was served. The table was beautifully arranged in a T-shaped banquet formation. There were four tremendous bowls of spring flowers which accented the peach and lavender crepe paper roses filled with mints, and the shrimp cocktail and fruit cup. This was followed by delicious fillet Mignon, fresh garden peas, French fried potatoes, and fluffy hot rolls. Then while the members finished their delectable dinner with strawberry sundae and sipped their demi-tasse, the new members were duly initiated much to the amusement of everyone. After the fun they were thrilled by the presentation of gifts and of a new competition silver loving cup, a gift of the two out-going presidents, Ann Dawson and Jean Blount, to the societies. Then the new presidents were announced. They are Helen Holt of the E. A. P.'s and Mary Shepherd Quintard of Sigma Lambdas.

Finally, the prize-winning short story was announced to be that of Sarah Sawyer, who read her very commendable piece of work. Patsy Jones, whose short story took second place, read hers also. Helen Holt's short story won third place, but unfortunately there was not time to

read it. At ten all reluctantly piled into the buses and sang their gay way back to school, feeling in their hearts the pleasure and honor of their membership.

"MUCH ADO ABOUT NOTHING"

On Saturday evening, May 28, Miss Florence Davis presented Shakespeare's "Much Ado About Nothing" at the ninety-sixth commencement annual play of the expression department. The play was well done and Miss Davis lived up to her usual high standard. The scenery and costumes were particularly good. Betty Cleavenger was a lovely Beatrice and gave a particularly interesting interpretation of the character, while Louise Wilson also gave a splendid performance as Benedick. Jean Miller as Hero transformed her natural gay self into the coy role of a young maiden. Rebecca Norman was her worthy lover. Every student, including Mary Anne Koonce as the villain, Don John, contributed to the success of the play. The rustic group with its comedy characters balanced the more serious moments of the main plot.

Preceding the performance, the Raleigh String Quartet presented a delightful group of selections which introduced the audience to a very pleasant atmosphere that the first scene of an elaborate formal garden might suggest.

MAY FESTIVAL

Perhaps because it had been postponed once on account of a veritable deluge of rain, May Day seemed even more beautiful this year. A large crowd of proud families and guests from Raleigh filled the benches and the students sat on mats on the grass in front of them. The May Court was ushered in by a very lovely procession. The ladies-in-waiting were dressed in two shades of light blue and carried old-fashioned nosegays of yellow. The flower girls wore coral and yellow, and Letitia Knox, of Washington, the maid of honor, wore yellow also. Then came the queen, Mary Elizabeth Neff, of Charlottesville, Virginia. She wore a beautiful gown of palest blue and carried a large bouquet of white snapdragons, and was crowned later by a wreath of the same flowers.

The entertainment for the court and spectators was a series of dances by the Modern Dancing class under the direction of Miss Amelia Vincella, who directed the entire festival so very successfully. The unique variations were very colorful and the dancers were graceful and well trained. There were two solos—Betty Hunt, who danced the "Ballet du Papillon," and Elizabeth Holmes, who danced so beautifully to the familiar Mendelssohn's "Spring."

We enjoyed the entire program very much, and several families who have been coming to Saint Mary's May Days for years said that it was the prettiest one they had ever seen.

MUSIC

During the spring, the Music Department has participated in an ambitious program of entertainment. On March 12, Miss Ruth Haig presented a piano recital in the auditorium for the student body. Miss Katherine Stuart assisted with a group of songs.

There have also been a number of informal studio recitals presented by Miss Scott, Miss Haig, and Miss Stuart for their students. There has been several student recitals, interest in which has been proved by the response and interest of the student body.

The Music Department has always been an essential part of Saint Mary's Commencement celebrations. On Sunday evening of May 22, Mr. Jones presented an all request program of organ music in the chapel. All of our favorites, including "Ave Maria," "Largo," "Londonderry Air," "The Swan," "March of the Wise Men," and several other beautiful selections were exquisitely played.

Just a week later, on the last Sunday of the school year, at the baccalaureate service in the chapel, Mr. Jones played "Te Deum" by Sir John Stainer and was accompanied in incidental solo by Nancy Murchison. Miss Stuart and the choir sang the anthem, "Lovely Appear," from "The Redemption" by Gounod.

At the Vesper Service in the evening the Choral Evensong was preceded by the Student's Organ Recital. Doris Butler played Dubois' "Cantilena Nuptiale," Josephine Pope played Silver's "Jubilate Deo," and Jane Vann played "Vision" by Reinberger. The Evensong included Mr. Jones' rendition of "Magnificat in G" by Calkin and the anthem was Gounod's beloved "Sanctus" from St. Cecilia Mass.

On the evening of Class Day, May 30, the Music Department presented the final student voice and piano recital with the assistance of Mr. Jones' vocal ensemble, which is composed of a chorus of eighteen selected voices.

IOLANTHE

On April the ninth the Glee Club presented "Iolanthe," one of Gilbert and Sullivan's renowned operettas. The entire production was commendable. Erwin Gant was splendid as the facetious Lord Chancellor; Nancy Murchison and Martha Watts were precious lovers and so pretty in their white satin costumes! Georgianna Hetsch was an amusing and convincing sentry with large musket and tall black shako. Helen Kendrick was very lovely as Iolanthe and Mary Wheat as Queen of the Fairies.

The chorus of fairies and of peers was splendid. Their costumes were colorful and elaborate with braid and silver. The songs of the Peers were gayly sonorous. The fairy songs were melodious and dainty. We are very appreciative of Mr. Jones and his well-trained Glee Club, who certainly did a splendid piece of work.

ATHLETICS

LETTER CLUB BANQUET

On May 26, the Letter Club held its annual banquet in the dining room. All students attended and the students outstanding in school athletics sat at the banquet table in the center of the room. The tables were very pretty with candles and flowers and joy programs and favors. The festivities were begun when the entire student body drank toasts to Mrs. Cruikshank, Miss Harvey, Miss Vincella, Eugie Watters, and Petie Seidler. Then the awards for the girls who had won membership on the all-star teams of the seven major sports were made. The girls were Laura Dingle, Virginia Trotter, Mary Gault, Margaret Griffin, Lois Thompson, Helen Kendrick, Eileen Brent, Carolyn Miller, Elizabeth Holmes, Metta Philips, Nancy Taylor, Phoebe Bashore, Mary Midyette, Mallie White, Virginia Barker, Annie Webb Cheshire, Francis Coxe, Georgianna Hetsch, Hixie Mae Davis, Virginia Lee Kirby, Mary Connally Coxe, and Frances Bailes. These girls received pins of their respective societies.

The three girls who have earned the greatest number of points for sports during the year were announced to be Mary Gault, Virginia Trotter, and Petie Seidler. In all, 130 girls participated in voluntary sports and 18 of that number gained at least 100 points.

The outstanding girl in each major sport was announced:

Baseball.....	Petie Seidler
Volleyball	Mary Gault
Tennis.....	Virginia Barker
Kickball.....	Laura Dingle
Dancing.....	Elizabeth Holmes
Basketball.....	Sylvia Cullum
Swimming.....	Mallie White

The swimming cup was retained by the Mu Athletic Society and the Plaque went to the Sigmas for winning the greatest number of competitive events between the two groups.

ATHLETIC FIELD

The Athletic Department is much interested in the progress being made on the new athletic field which is being constructed behind the dining room on College Avenue. It is expected that the field will be ready for use in the fall at the beginning of the new term.

BUILDINGS ON SAINT MARY'S CAMPUS

THE BUILDINGS ON SAINT MARY'S CAMPUS

(In the Order of Their Appearance)

Prologue

"At the time of the establishment of Saint Mary's School, Raleigh, its campus was called Ravenscroft Grove—a name which may have been given it before that time when the same site was occupied by the Episcopal School for Boys."—Marshall Delancy Haywood, *Bishops of North Carolina*.

(The Bishop's house, built in 1903, was given the name "Ravenscroft" by its first occupant, the Rt. Rev. Joseph Blount Cheshire, D.D., in honor of the first bishop of North Carolina, the Rt. Rev. John Stark Ravenscroft, D.D.)

In 1839

"The trustees of the Episcopal School have purchased a beautiful site nigh to the city of Raleigh, and have erected on it one large and handsome brick house, three stories high; and two spacious wings of stone, two stories high, with all necessary out-houses, offices, etc. The buildings are very substantially built and are sufficient for the comfortable accommodation of two hundred students and the number of professors necessary for a seminary of learning of the highest grade."—*Bishops of N. C.*

Before the aforementioned buildings were completed, it was necessary that the property be sold. Judge Duncan Cameron, the purchaser, rented the buildings to Dr. Aldert Smedes, who opened them as Saint Mary's School in 1842.

(The Wings were added in 1909 and the whole group was remodeled in 1919.)

In 1854

"In the early years of the School's history the Chapel occupied the first floor of East Rock. . . . In 1854 the present chapel, designed by Upjohn, was built by Mr. Cameron, but the stone steps and south window were put in by Dr. Aldert Smedes."—Saint Mary's *Muse*.

Fifty Years Later: Two transepts, an organ chamber, a robing room, and an entirely new recess chancel were added to the original nave; and a number of memorial windows and furnishings were given to the newer and larger chapel.

In 1881

"Then there is the new Infirmary. Far away among the trees, where no breeze could blow over to us any 'infection,' should such there be, is the pretty little cottage devoted to the sick . . . cozy and comfortable does it seem . . . but we seniors hope that it may long remain unoccupied, and only serve, as it does now, for a rendez-vous, on whose steps nuts and apples and gossip may be discussed."

1903: "The beautiful modern Infirmary begun in May, 1903, was finished and occupied in October."—Rector's Annual Report to the Diocesan Council.

1928: The Infirmary was completely renovated.

In 1883

"A new Art-building is to be put up during the summer."—*The Muse*.

'84: "How disappointed we were when we found that the new building would not be finished in time for the present Art-exhibition."—*The Muse*.

'85: The great fire: In January of this year, a fire started in the basement of the new Art-building which completely destroyed the entire structure. The third floor of an unused dormitory served as Art-building, but plans were immediately made for a new building.

'86: By June of this year, less than a year and a half after the burning of the first building, the new Art-building was ready for occupancy. This is the building which stands today, housing, besides the art studios, the Library and classrooms.

In 1905

Mrs. Mary Eliza Pittman provided in her will for a memorial to her daughter, Eliza Battle Pittman, a former student at Saint Mary's, who died in 1899.

1907: The memorial Auditorium was dedicated at commencement. The first presentation in the new building was "Midsummer Night's Dream."

In 1909

(From the Saint Mary's *Muse*, May, 1912.)

"Reader, although the name, Clement Hall, sounds as if it was the Hall of Fame—some far-famed museum—or a library of wonderful, old books, it is in reality the dining hall [and incidentally the gymnasium] of Saint Mary's School—a place of refreshment, an oasis in the midst of a desert of studies. What blithe sounds are heard there three times a day; what chattering, what clinking of knives and forks, and, mingled with it all, is the appetizing odor of roast beef, of codfish, or of hash! . . .

"Soon after the sound of the bell has died away the girls come trooping to Clement Hall, some in rags, some in tags, and some just buttoning up

the back of a refractory dress as they run, for Mr. L., the master, inflicts a severe punishment upon any damsel who is so negligent as to arrive after the grace has been said. Then there is a general scraping of chairs, and every one is seated. Now if it is Sunday, or a Feast day, or a Saint's day (all of which festivals are religiously observed at Saint Mary's) there will be a variation of the accustomed diet, probably just some slight detail, but enough to cause joy, delight, and anticipation to be written on the face of each one.

"Now the meal is finished, and each table is excused by the lady in charge and groups of happy, noisy, carefree girls pass out. Probably they go to Chapel or else there is a general rush for mail, and Clement Hall is left in silence and to the mercy of the servant girls, who prepare for another meal.

"Alas! The vision passes from my mind and I am no longer a care-free girl, but a silver-haired old lady of threescore years and ten. How things have changed since then! That old bell that I used to love so well is gone and in its place modern electric bells reign supreme."—Rebecca D. Kyle.

"The Rectory" was built in 1900 for the Reverend Theodore du Bose Bratton, who became Rector of the School at that time. It has been occupied as a home successively by the Bratton family, the du Bose family, the Lays, the Ways, and now the Cruikshank family.

During the administration of Dr. Bratton was built also the present Chaplain's home. This building was old Senior Hall. It was used as a residence for the Seniors until the Holt Building was completed in 1928. It was in disuse from that time until it was remodeled in 1935 for the Chaplain's home.

The "Cottage" was built in 1920 as the home of the business manager, at that time Mr. Ernest Cruikshank. It is now occupied by the present business manager, Mr. A. W. Tucker.

In 1928

Holt (Memorial) Hall, given in memory of Margaret Locke Erwin Holt (Mrs. Lawrence S. Holt), of Burlington, North Carolina, was completed in the summer of 1928. Every room in this three-story brick building of fireproof construction has running water and each floor has its kitchenette.—Saint Mary's School and Junior College Catalogue, 1937-38.

In 1937

During the summer a Music Building, with three studios and many new practice rooms, grew up in the athletic field east of the dining room. This, the latest building, is a one-story, frame structure, architecturally in keeping with the Chapel.

BROOKE ALLAN.
MARIA DRANE.

SAINT MARY'S SCHOOL LIBRARY

A CENTURY OF PROGRESS

The forerunner of our present library at Saint Mary's was the personal book collection of its founder, Dr. Aldert Smedes. It was housed in Dr. Smedes' study, a little room some ten by twelve feet square, located on the second floor of Smedes Hall, at the front and just to the east of the hall. Miss Ellen Brownlow, in her article entitled "Saint Mary's in the Forties," in *Saint Mary's Muse* of June, 1908, describes it thus:

"Dr. Smedes' library was a charming apartment, books suited to our needs and for our recreation were at our disposal. Then I think I first made my acquaintance with Cooper. Miss Edgeworth, Miss Lewis and Miss Yonge may have come later. I had already drawn inspirations from Scott and knew *Oliver Twist* and Mr. Bamble well enough to speak to, especially the 'Artfuls.'"

Some books of Dr. Aldert Smedes' original library still remain on our shelves, as well as those of his son and successor, Dr. Bennett Smedes. Saint Mary's girls of today may refer to Sparks' *Library of American Biography* in 25 volumes, marked "Smedes, 1849"; to Vasari's *Lives of the Painters* in 5 volumes, marked "A. Smedes"; or to Oliver Goldsmith's *Works*, labeled "Dr. Aldert Smedes, 1860." Among Dr. Bennett Smedes' books still in use, we find several of Cooper's *Leather Stocking Tales* mentioned by Miss Brownlow, a *Dictionary of United States History*, the *Koran*, and Gibbon's *Rome* in 6 volumes. As these books become too worn to be of use in our working collection, they will be packed away until Saint Mary's has a new Library building. Then we hope to have a Treasure Room to contain our most valuable books, as well as these volumes belonging to the Smedes family, which were the nucleus of our present library.

The Library seems to have furnished recreational reading rather than parallel reading for classroom work. Our Saint Mary's girls of today will smile at the one library regulation which we find in this early period. The quotation is from the *Manual of Saint Mary's School, 1857*, by Aldert Smedes.

"Rules of St. Mary's School

"5. No works of Fiction are to be read, excepting on Saturday, after the duties of the day are over, and then, only those that are approved of."

We wonder how much of our twentieth century fiction would have been on the approved list!

In the '50's we find little mention of the Library, for in those days it did not hold the important place in the life of the school which it now has. As one student of 1862 puts it, "We never thought of a *library*. It might have been dignified by that name, but I have no recollections of it."

Mrs. Lizzie Wilson Montgomery, in writing of the 1860's, tells of going to Dr. Smedes' study after breakfast on the Sabbath, to get some suitable book for the day's reading, and to return the book taken on Saturday morning. The books for Sunday were of a religious nature, but for the Saturday reading she remembers the works of Scott, Thackeray, Macaulay and Milton. "He didn't have Bulwer," says Mrs. Montgomery, "or if he did, he didn't let the girls read those works." Of the 200 girls in school at that time, only about a dozen of them would take out books to read. In these early days, there was no place in the Library in which to sit and read. As Mrs. Montgomery remembers, there were some 300 or 400 books, but no magazines.

In 1881, according to the *Muse*, many improvements were made at the school, "rearrangement, cataloguing and numbering of the Library and its new books. . . . A little fairy has whispered that there are more books coming, as well as other new things we have heard of." Here we are left in suspense, for we have no idea what the "other new things" were. We have, however, the first *Catalogue of the Library* at Saint Mary's. It is in book form, merely a numbered list of the titles and authors, under topical headings, such as:

"History
Ancient
Greece
Art
Ecclesiastical
Europe
France
Biographies and Lives
Greek: Translations," etc.

No date or name appears in this record, but it is believed to be a list of the books originally belonging to the Smedes family.

In this decade books of a highly romantic type were popular, such as those of Charlotte Yonge, Dina Mulock and Grace Aguilar. "St. Elmo," by Augusta J. Evans, was considered much too romantic, and yellow-back novels were quite beyond the pale.

The Library was occasionally the scene of festivities, for the *Muse* of February, 1883, gives the following account:

"One evening when the Senior burdens weighed heavily, and we sat together in a disconsolate group, rumors reached us that something mysterious was going on in the library. In obedience to a summons, we ran up stairs, and entering the library, a smoking tureen and other pleasing visions betokened another birthday."

But some of the serious-minded girls write, "There are several of us who spend the dancing half every evening in our complete and cozy library, reading and discussing the leading periodicals of the day. We may well say our library is complete and cozy; for besides many new books, it has a lovely carpet and a new portière, so bright that the room cannot be darkened, even by compositions." The *Outlook* and *Harpers* were among the important magazines of this period.

The first name we find of any person acting in the capacity of librarian is that of Miss Stubbert, who in 1887 taught composition and elocution. She seems to be the first teacher to have given library reading assignments.

In the 1890's we are told the Library contained several old, square bookcases with glass doors, a table in the center, a long bench and some chairs. In the morning after breakfast, the girls would come to the Library to get pencils and papers, kept in the bottom of one of the bookcases. A canary and a parrot added a home-like touch to this bright, sunny room. We are told that the parrot kept up a lively chatter, but we are *not* told who chattered more, the parrot or the girls.

In 1899 the Library was moved to its present quarters on the north side of the first floor of the Art Building. This change was necessitated by the arrival of Dr. Theodore Bratton as rector. The room in Smedes Hall occupied by the Library was needed to accommodate his large family. The new Library quarters had formerly been used for a gymnasium and a kindergarten. The catalogue of 1901-02 states, "The Art Building contains a large library room." But no mention is made of a librarian until 1902-03. Miss Eleneen Checkley, an English woman and teacher of history, was librarian from 1902 until 1905. The Library contained over 2,500 volumes, it was open to students at all times, and the rector's private library was likewise at their disposal. Through this period the books had probably not been catalogued—as we use the term "catalogue" today.

The year 1905 is a notable date in the history of our Library, for in that year Mr. Ernest Cruikshank became secretary of the school, as well as professor of Latin. To him also fell the task of organizing and cataloging the Library. Saint Mary's girls of this period say that the

Library was really first established by Mr. Cruikshank. Our first accession book, largely in Miss Sutton's handwriting, seems to have been started at this time under his direction. The catalogue of July, 1906, states that "the Library is the center of the literary life of the school," that it "contains upwards of 2,500 volumes, and the leading current periodicals and papers, all completely catalogued in the summer of 1906." It was beginning in 1905 that the annual fee of \$1.00 was charged all pupils for the use of the Library.

Here Mr. Cruikshank conducted his Latin classes around the long, green covered table. Here the students came to work on their English and Latin assignments, and the class in Current History came to read the *Outlook* for one hour each week. The *Outlook* and the *Ladies Home Journal*, kept on a magazine rack under the window, seem to be the two periodicals most remembered by the girls of 1910. The shelves were pretty well filled with books, and it was necessary to use ladders to reach the top shelves. We are told that the Library and halls were very quiet in those days, except for the proximity of the music rooms with practice pianos in the present alcove and above the Library. Without sound-proof walls, it is not strange that the girls came only to do reference work, seldom studying there.

In 1906 "additions to and improvements in the Library suggest to us (the students) that possibly we might aid in this work; from time to time perhaps the literary societies might give a few books or an artistic bust or picture." This article in the *Muse* bore fruit, for the Class of 1912 presented to the school the lights in the Library as a class gift.

By 1920 the Library had acquired 3,000 volumes. Miss Katie L. Giddens was librarian from 1920-1922, then came Miss Elsie A. Fox in 1922-23, and Mrs. Spencer Judd in 1923-24. A Library Committee, composed of the librarian and academic head, Miss Sara Clarke Turner, is now mentioned for the first time. Beginning in 1920-21, the Library fee was included in the general charges. Mrs. Ella Howell Weedon, a chaperon at Saint Mary's, was in charge of the Library from 1924 until 1927. She was aided by five student assistants, who opened and closed the Library, were in charge during the day, and "helped people find books."

As to the book collection, an alumna recalls that there were good, sound authorities in various fields, though not a great variety in point of view, nor a very large proportion of up-to-date books. Assignments were made in the same books, which were used over and over again. Only about six classes used reserve books at this period. Some newspapers and a number of magazines were available, and the Library was "overflowing with diocesan records and church magazines."

The fall of 1927 marks the second important step in the progress of the Library in that the newly appointed librarian, Mrs. Frank Nash, was the first professionally trained librarian at Saint Mary's. During the

summer of 1928, Miss Helen D. Subers, with the aid of a clerical worker, was employed to assist in reorganizing and recataloging the Library. During that summer about 1,500 volumes were catalogued, and 1,600 books, worn out or out of date, were withdrawn. The task of reclassifying and remarking the books was finished by the spring of 1929, when the Library numbered some 4,500 volumes. The catalog had previously been arranged in three separate alphabets—author cards, title cards and subject cards. This was changed to the form we now use, a dictionary catalog with all cards in one alphabet.

At this time the Library was entirely rearranged and changed almost beyond recognition. Cushioned and ruffled window-seats and green rugs were removed; also the platform on which the desk had stood, and doors enclosing cupboards behind the desk. Green felt-top tables were recovered with washable, brown leatherette to match the wood. A filing case was added to contain the picture, clipping and pamphlet collection begun by Mrs. Nash. Magazines were removed from the tops of the book shelves and closed cupboards in the hall to a room partitioned off at the end of the hall, destined to be a combination of librarian's office, workroom and magazine room for many years to come. Girls returning in the fall of 1928 may have been disappointed to see their favorite study place—the alcove—transformed from the cozy grouping of table and chairs where many a schoolgirl chat had been held, to rows and rows of shelving to increase the much-needed book capacity of the Library.

In 1929-30 new bookplates with the school seal were purchased to replace the blue printed plates which had been used since the earliest days.

The Class of 1929 was the first to give a class gift of books to the Library, so far as our records show. This gift of about \$100, in memory of the beloved teacher of history and social sciences, Mr. William Enos Stone, was used to purchase much-needed fiction. The most important addition was a 25-volume set of Stevenson, in the beautifully illustrated Thistle edition. Works of Barrie, Boyd, De La Mare, Galsworthy, Hergesheimer, Kipling and Walpole were also added. We hope that future senior classes will read this quotation from the *Bulletin* of June, 1929: "*Such a gift is peculiarly appropriate, since it can be added to at future commencements.*" Accompanying this gift was a set of charming bookplates, with a drawing of the chapel in blue and white, designed by one of our Art students. Again in 1932, the Senior Class gave the Library \$125 to add to the book collection, in a year when but \$76.50 of school funds were available for Library books.

It is said that gifts attract other gifts, and this proved to be the case at Saint Mary's. On January 27, 1934, Mrs. J. S. Holmes (Emilie Smedes), assisted by Miss Susan Marshall and Miss Betsy Montgomery, sent a letter to all the schoolmates of Emilie Watts McVea of the years 1880-1884; to those in school during her years of teaching, 1885-1900;

and to others who "would rejoice to share in a gift to the school." This letter stated that since the next Commencement would be the fiftieth anniversary of the graduation of Emilie Watts McVea from Saint Mary's, it was thought that "her friends and admirers would delight to signalize this occasion by making a gift to the school as a memorial to her." Because of Miss McVea's enthusiasm for English history and literature, which she taught, it was decided to make the memorial a gift of books for the Library, with beautiful editions of the English classics predominating.

On Commencement Day, May 29, 1934, Mrs. J. S. Holmes (Emilie Smedes), the chairman and treasurer for this fund, presented to Mrs. Cruikshank and the trustees of Saint Mary's, the memorial gift of books for the Library, representing a monetary value of \$500. This fund was spent over a period of three years. Accompanying the books was a special bookplate in which the artist "happily expressed her own (Miss McVea's) supreme source of inspiration—the voice of God, in Nature and in Life as expressed in the writings of literary geniuses." In her presentation, Mrs. Holmes said: "They bespeak the gratitude and love and admiration felt for one who was perhaps Saint Mary's greatest gift to the cause of education."

The following school year (November, 1934) brought to the Library a legacy of 1,206 volumes, left to the school at the suggestion of our good friend, Miss Florence Slater, by Miss Louise Floyd Wickham, the daughter of a former mayor of New York City. Although not an alumna of Saint Mary's, she was much interested in the school, visited here frequently, and was confirmed in our chapel. A commemorative bookplate, designed by a friend of Miss Wickham, was placed in each book. It contains a drawing of the doorway of Miss Wickham's home in New York, and is inscribed:

"Saint Mary's School Library
Presented by Louise Floyd Wickham
In Memory of
Elizabeth Dancy Battle"

From January until June, 1935, Miss Katharine Shields worked in the Library, cataloging the Wickham collection. This gift brought our total number of volumes to 6,150 in June, 1935. A year before this, it had become necessary to add more shelving in the Library, and the following year, 1935-36, it was necessary to purchase a new catalog case.

During 1935-36 and 1936-37, Miss Pressley Walsh worked as part-time assistant. In 1935-36 there were four student assistants, and the following year Mrs. Nash had, in addition to five student assistants, two N. Y. A. girls.

The year 1936-37 was important in the development of Saint Mary's Library. The book shelves were becoming ever more crowded, with no further chance to expand them in the Library itself. Partly to relieve this situation, as well as to bring the books and the student together, the experiment was tried of placing small collections of books outside the Library. 100 volumes were sent to Holt Hall, the senior dormitory, and 75 volumes were sent to the infirmary. The money obtained from Library fines was used to build furniture for an Open Air Reading Room under the trees south of the Library building. Students may take Library books and magazines to this place by leaving a signed card at the desk. On warm spring days this nook has become so popular with both the girls and the faculty, that more tables and chairs will be added when funds permit.

With the very last available shelving space in the Library utilized, and the seating capacity entirely inadequate, it was good tidings indeed to learn that at a meeting of the Church Council held at Winston-Salem, May 13, 1937, Bishop Penick proposed a plan for a new Library to be the first unit of the building program of Saint Mary's Centennial celebration in 1942, the Library to be a memorial to Bishop Cheshire, and to be called the Cheshire Memorial Library. The plan was approved by the Council, but the money was not yet available.

The most important event in the annals of the Library since its founding, came as a climax to the year of 1936-37. On June 10th Mrs. Cruikshank was notified that we had been awarded a coveted Carnegie Corporation grant of \$4,500 for the purchase of books. A total of \$300,000 was given to 92 junior colleges in amounts of \$1,500, \$3,000, \$4,500, and \$6,000. The method of selection of the colleges to receive grants was threefold. After each test, those libraries failing to measure up to certain standards were eliminated. The first test was a questionnaire to be filled out by the librarian. The second was to check each library catalog against a list of books selected as desirable for junior college libraries. The final test was a personal visit of inspection of each library by a librarian trained and experienced in surveying libraries and library service. It was a source of pride to Saint Mary's and a tribute to Mrs. Nash, our librarian, to receive the second largest amount, both of the entire group, and also of the four North Carolina junior colleges so honored. It meant that Saint Mary's was one of "those junior college libraries which have shown the fruits of an intelligent, continuous and wise support by the college administration. . . . These college libraries have been chosen in recognition of successful efforts to afford adequate service on varying levels and under varying conditions. That all of them have come up to the full measure of the standards no one supposes. But in the main they approach them, and they seem on the way to more successful results." This is quoted from the report of the Carnegie Corporation on the process by which grants were made to 92 of the 327 junior colleges in the United States which were considered.

With the money from this Carnegie grant, the aim of the librarian has been to develop a well-rounded book collection. Thus the weakest departments of the Library have been strengthened, notably the fields of Social Science, Science, American Literature, and History of various countries. Some reference sets have been added which it would have been impossible to buy with our limited school funds. Below is a list of some of the outstanding titles purchased:

Reference Books and Sets

- Columbia Encyclopedia in one volume.
- A Guide to Historical Literature, ed. by Dutcher, Allison, and others.
- Dictionary of American Biography, 20 vols.
- Dictionary of National Biography, 22 vols. and 3 supplements.
- The Cambridge Modern History, 14 vols.
- The Cambridge Natural History, 10 vols.
- Elie Faure—History of Art, 5 vols.
- Karl Mantzius—A History of Theatrical Art, 6 vols.
- Grove's Dictionary of Music and Musicians, 3rd ed., 5 vols. and supplement.
- Oxford History of Music, 8 vols.
- Joseph Bédier, ed.—Histoire de la Littérature Française, 2 vols.
- E. A. Baker—The History of the English Novel, 8 vols.
- J. G. Frazer—The Golden Bough: a Study in Magic and Religion, 1 vol.

Other Sets

- The Pageant of America, 15 vols.
- Schlesinger & Fox, eds.—A History of American Life, 9 vols. already published.
- Mark Sullivan—Our Times, 6 vols.
- J. W. Thompson—The Middle Ages, 300-1500, 2 vols.
- H. O. Taylor—Thought and Expression in the Sixteenth Century, 2 vols.
- J. T. Merz—A History of European Thought in the Nineteenth Century, 4 vols.
- George Saintsbury—A History of English Prosody from the Twelfth Century to the Present Day, 3 vols.
- G. P. Krapp—The English Language in America, 2 vols.
- A. H. Quinn—A History of the American Drama, 2 vols.
- Herbert Norris—Costume and Fashion: the Evolution of European Dress Through the Earlier Ages, 3 vols. already published.
- G. F. Moore—History of Religions, 2 vols.

Biographies

- R. E. Lee, a Biography, by D. S. Freeman, 4 vols.
- William Shakespeare, by E. K. Chambers, 2 vols.
- Letters of Robert Browning and Elizabeth Barrett Browning, 2 vols.

Letters of Madame de Sévigné, 2 vols.

Shelley, His Life and Work, by W. E. Peck.

Bernard Shaw, Playboy and Prophet, by Archibald Henderson.

Art

Laurence Binyon—Painting in the Far East.

E. W. Twining—The Art and Craft of Stained Glass.

Sheldon Cheney—The New World Architecture.

Cahill & Barr, eds.—Art in America.

A. H. Eaton—Handicrafts of the Southern Highlands.

Beautifully Illustrated Books

J. J. Audubon—The Birds of America.

H. K. Morse—Elizabethan Pageantry.

Elsie Lathrop—Historic Houses of Early America.

Derek Patmore—Color Schemes for the Modern Home.

The past year (1937-38) has indeed been a busy one in the Library. Mrs. Nash has been aided by a full-time, trained assistant, Mrs. Harlan C. Brown, and by 5 student assistants who have each worked 5 hours a week. The main task has been the selection and purchase of the 914 books from the Carnegie fund, 348 of which have thus far been catalogued. \$2,640 of the Carnegie money has been spent this year, leaving \$1,860 to be spent next year.

For the past ten years, Library lessons have been given to the incoming students, and in 1934-35 Miss Shields gave a very thorough course in Bibliography. With the increase in the Library staff, it has been possible this year to give a more detailed course in the Use of the Library. Six lectures on the use of the main reference books, the catalog, and the Readers' Guide were given to the entire student body. Then all new students took a practical test, followed by further class instruction and a "make-up" test for those who failed. It is hoped next year that it will be possible to give this instruction to students in much smaller groups.

With our present system of education and modern teaching methods, the Library has become the center of intellectual life in a college, and the teaching centers around it. In one progressive junior college, the librarian is also the Dean of Instruction. It is our hope that Saint Mary's Library will leave a definite impress on the girls, and will contribute to their education some information not taught in the classroom. Broadly, we feel that the librarian's course and the use of the Library should equip each student to prepare her assignments and do her research work with the greatest economy of time and effort; give her a sense of independence in the use of other libraries; instill in her a love of reading, and give her a taste for the best in modern and classical literature.

A few statistics will serve to show the growth of the Library since 1930:

Number of Books in the Library

<i>June, 1930</i>	<i>June, 1935</i>	<i>June, 1937</i>	<i>June, 1938</i>
4,574	6,134	6,557	7,633

Number of Books Circulated

<i>1929-30</i>	<i>1934-35</i>	<i>1936-37</i>	<i>1937-38</i>
.....	2,187	3,687	6,014

Record kept in different form.

Number of Students Using Library

Record kept for first time in 1937-38.....	17,322
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At the meeting of the Board of Trustees on May 31st, overcrowded conditions in the Library and the urgent need for a new Library building were presented to the Board. The capacity of the present Library is 6,000 volumes, and we now have over 7,600 volumes, which has necessitated keeping books in a classroom and in the Music Building. The seating capacity is only 35, or 13% of the present student body. Minimum standards of today require from 30 to 50%. *In the smallest library*, the work space where books are catalogued should have a minimum area of 500 sq. ft. Our work room, which is also the librarian's office and storage room for magazines, measures 168 sq. ft. Following this report, the matter of a new Library building was discussed, and the Board went on record as being in favor of the erection of a Library building, to involve an expenditure of approximately \$50,000 to \$60,000. This project was to be carried out with the first funds collected for the building program planned in connection with the one hundredth anniversary of Saint Mary's School of 1942. The President of the Board was authorized to appoint a committee of 7 from the 5 dioceses in which the ownership of Saint Mary's School is vested, this committee to work on the project of the proposed new Library building.

At the close of this school year, the Library suffers a great loss in the resignation of our librarian, Mrs. Frank Nash, who has done so much during her 11 years here to raise the standards of Saint Mary's Library and to make it an important influence in this school. It is with the keenest regret that faculty and student body learn that she will not be with us next year, but we know that her interest in this school and in the Library will continue throughout her life.

HELEN A. BROWN,
Assistant Librarian.

[The writer of this article is indebted to a number of Saint Mary's alumnae of Raleigh for their helpful reminiscences, and also to Mrs. Frank Nash, Librarian, for untiring assistance in collecting material.]

STUDENT COMPOSITIONS

PRIZE WINNING SHORT STORIES OF THE LITERARY SOCIETIES' CONTEST

First, SARAH SAWYER

Second, PATSY JONES

Third, HELEN HOLT

THE YANKEES CAME

"Company, halt!" shouted David Barnes, and the company, consisting of his small sister Emmie and two Negro girls each carrying a stick on her shoulder, came to a stop. David continued instructions, "We've had enough drill. Now we can really have some fun since I've showed you girls something about the army. Emmie, you can be the wife and Ilsy can be the husband. Get the dolls for the children. Dora, you're Sherman. You've got to be mean and kill the grown people and eat the children up."

Dora, the taller of the colored girls, looked at him stupidly.

"Go on off and get your army together," he insisted, and added, "I'm General Lee. Emmie, you and Ilsy have your house over in the summer-house. Sherman will attack you and I'll come up just before the children are eaten."

Emmie took the dolls and Ilsy followed her to the summer-house. Under David's directions Dora came up very suddenly with her large vicious army and entered the house, driving the poor people out into the cold. Emmie got down on her knees begging to take the children with her, but Sherman laughed loudly, seized the largest doll and pretended to take an enormous bite when Lee himself appeared, drew an imaginary sword, and stabbed Sherman through the heart.

"Well, you're dead. Why don't you fall?" asked Lee indignantly, and poor Sherman fell to the ground rolling large black eyes.

At this critical point Emma Barnes walked down the broad porch steps of the Southern plantation house, whose majestic white pillars seemed to defy the barren, forsaken fields in the distance. She wore a long dark skirt, which looked like a relic of past years, and a faded silk waist showing a mended split at the shoulder. Carrying a sewing basket in her hand, she walked over to an old swing under the Revolutionary oak and with a sigh sat down. Emma Barnes was a handsome woman, but her gray eyes looked tired and her cheeks were pale. She was young,

too, but the lines about her eyes showed that she had almost exhausted her store of energy. Now, as she sat in the swing, her capable hands picked up her darning automatically while her inner self strove to escape the worries so often dominant in her mind, and live tranquilly for a moment in the warm May sunshine. She looked up in time to see Sherman stabbed brutally through the heart, and her thoughts immediately became clouded again. Even the children play at war. God, I hope they will always only *play* at it. They hate and fear Sherman like the rest of us. What *will* happen to us if he comes? If he does he shall *not* burn our house as he has so many. He's taken Joseph, but he'll not take the house—except over my dead body!

The game being over, Emmie ran to her mother with her doll in her arms.

"Mommie, Sherman was going to eat the children and we killed him dead," she said triumphantly, putting her head in Emma's lap and asking secretly, "Does Sherman really eat children and kill the mamas and papas?"

Emma picked up the child and put her in her lap. "No, darling, Sherman is only a general on the enemy's side. He fights for his side as we do for ours. He wouldn't think of eating the children any more than General Lee. Whoever told you such a thing?"

"Dora. She says he's coming, too, and he'll burn up the house. Will he, Mommie?" she asked, frightened.

"No, my angel, don't ever think of such a thing. Sherman won't burn our house," and Emma gritted her teeth and drew the child close, kissing her on the forehead and swinging slowly back and forth. She felt her heart pounding when she thought of the news she had heard the day before that Sherman's army was coming through the section. She clutched the child in a silent passion with the determination surging up in her to fight for her own.

After a moment of silent reflection of both mother and child, Emmie asked, "When is daddy coming, Mommie? He has been gone so long."

Emma's eyes rapidly filled with tears that she fought back. Emmie hadn't asked for her daddy in months.

"Not for a long time, darling. A long time. He has fought so many battles he must rest a long time before he can come—" Emma choked there. Trying to hide her tears from Emmie, she clutched the child tighter than ever and swung higher. Oh, if only Joseph were here! If only there were any hope! If only General Lee could *do* something! If only there were some money left! Then she looked at the uncultivated fields thinking that there was no one to work them because all the Negroes had left but Aunt Ida and her daughter Violet and the two little girls. She drew a quick breath, put the child down and said as steadily as possible, "It's almost dinner time. Run see what Aunt Ida has for dinner and help her if you can. I'll be in in a minute. Scoot!" and

Emmie flew around to the kitchen porch while Emma watched her through tearful eyes.

In the kitchen Aunt Ida was cooking sweet potatoes, salt meat, and a little greens—the only food to be had. She turned disgustedly to Violet, her very black daughter, and said, “If them good fo’ nothin’ niggers hadn’t been fool enough to run off like they did, we’d habe all de good vitils we’s supposed to habe. But long’s Miss Emma stays up and goin’, poor chile, we’s goin’ to have veg-ables from de garden, bless her heart. De way she’s got out there herself and worked is a crime. And sewed and darned and kep’ de ole house in spite of nothin’. There ain’t nobody like her in dis whole mournful South.”

“Yassam, ah knows it,” answered Violet, who was making cornbread of meal and water, “but what’s we goin’ do when Sherman comes and roots us out an’ burns de house? He’s a-comin’, they say, and he don’t hab no mercy on nobody. Ah thinks we’d better leave afore he comes.”

“Well, *you* can run like the rest o’ them niggers, but long’s Miss Emma stays, *Ah* stays too,” Aunt Ida said emphatically as she took the sweet potatoes from the oven and started to peel them. “And,” she added in the same time, “if he do come and burns the house down an’ Miss Emma gits burned, *Ah* gits burned too.”

Emmie entered just in time to hear the “burn” part. She immediately added, “But we’re not going to get burned up. Mommie says so, and she knows. Can I help peel the ’tatoes, Aunt Ida?”

Emma stayed to finish her darning. She was mending an old coat of Joseph’s which David had worn all winter. Just as she took the last stitch and bit the thread, she looked up suddenly and caught a faint glimpse of smoke. Smoke! The realization struck her like an arrow. Smoke in the direction of the Daniel plantation! Sherman’s army!

Emma rose up and stood staring at the faint curl of smoke fascinated by it while her mind tried to take in the fact that the Daniel plantation was probably in flames and hers would be next. Before she could bring herself to move, she saw a cloud of dust in the road and a horseman stopped at the gate to yell, “The Yanks are coming and they’re coming fast!” and he was off again in another cloud of dust. All Emma could think of was, “I wonder if he’s related to Paul Revere,” and the cold shivers that ran up her spine made her want to giggle desperately. She stood in the same position an instant longer and then gained enough self-control to run toward the kitchen calling David. Before she reached the house, Violet came running out shouting wildly, for she had glimpsed the smoke, too. She screamed to Ilsy and Dora, who ran to her like frightened deer, and all three stood trembling, huddled together before they could make their legs move. Ilsy’s black pigtails stood straight up and Violet yelled, “Mis’ Emma, let’s run quick afore them Yankee devils gits here. Ah’s guine run wif my children afore they gits et.”

Emma put her arm about David nervously and said as calmly as she could, “No, Violet, we’re not leaving. The Yankees are not going to

hurt us or burn us. If you are afraid, you can leave now," and without waiting to hear Violet's answer she turned to David.

"David, run and dig up the silver from under the willow by the ditch and bring it here—quick."

David ran as fast as he could without a question and Violet was already in the woods with the two little pickaninnies.

Aunt Ida came out of the kitchen with Emmie in time to hear Emma's decision to remain. She shook her black old head and muttered, "She'll be here 'til de last rafter of de house fall to ashes, and it's ma dooty and biddin' to stay wif her, Lord hep' us."

Emmie ran to her mother with frightened sobs. "Mommie, they'll burn us and eat us. I'm afraid," she wailed.

Emma picked the sobbing child up and went into the house. "No, angel, they'll not burn us or eat us. We're going to eat dinner and forget them," she answered, and turning to Aunt Ida she directed, "Go on and fix dinner and we'll help you, Aunt Ida. We're going to have a good dinner today. David has gone to get the silver we had hidden and we're going to use it. Emmie, help Aunt Ida peel the potatoes. I'll set the table."

Aunt Ida rolled her big black eyes and said, "Now, Miss Emma, you's a brave woman, but ah son's see no sense in these here doin's. Ah thinks we better git de ole furniture out afore it's too late an' there shore ain't time to cook dinner, much less eat it. Lord, here comes de army now!"

Emma rushed to the window and saw what appeared to be the entire Yankee calvary coming down the road, across fields, and through the woods. They were headed for the house. David rushed in with the silver, shouting, "Here they come. Can't we fly to the swamp before it's too late, Mother?"

Emma took the silver from him and ran to the dining room with him at her heels. "No, David. They won't burn us. They must be human like everybody else. Come, help me set the table and bring in the food. We're going to have dinner," she told him. David helped, but every minute he ran to the window to watch the advancing regiment's progress and give reports to his mother.

"They're running fast. I never saw so many. There must be a million."

"They're almost here!"

Then a minute later he called, "They're coming up to the gate, Mother!"

Aunt Ida, who had faithfully and fearfully finished cooking the dinner, was on her last leg, and that was none too steady. She finally wailed, "Miss Emma, dey's comin' up de walk. Let me go lock de doe quick. Please let me lock the doe," and she started running to the front door. Emma ran and caught her.

"No, Aunt Ida, go back to the kitchen and make David and Emmie sit down at the table. I'll be back as soon as I see what these men want.

Hurry!" she urged, pushing the terrified old colored woman through the dining room door. Then squaring her shoulders, she turned to the front door. Three gruff-looking officers were coming up the steps. The yard was filled with laughing and jeering soldiers, waiting like Romans to persecute the Christians.

Emma looked and swallowed hard. Then she drew a deep breath to still her pounding heart. A large burly officer knocked loudly at the door. Before he had time to knock again or open it, Emma flung the door wide open. The officer opened his mouth, but before he could utter a word Emma spoke, "Gentlemen, come in. You're just in time for dinner."

Today one of the few Southern plantation homes still standing is the old Barnes mansion. Many wonder how it escaped the fire of Sherman's army which passed through the country in the spring of '65.

SARAH SAWYER.

A CHILD'S GARDEN

Larry was an only child but that by no means meant he was a spoiled one. At eight years of age, he was just as any other boy—mischievous, eager, happy-go-lucky. Ellen, his mother, meant him to be just that. It was unbelievable—a mother of her first-born, and she had let him go unpetted, untouched by the feminine hand that longed to curl his tousled ringlets "just-so," and by the dreamy mind that longed to tell him fairy tales at bed-time.

She had done it all for big Larry, even though it meant breaking her heart at times and letting Larry be drawn further from her—to his father. But Ellen could never forget the first time the doctor let her see big Larry after the baby was born. Praise for her and joyous happiness was in his face; and then he had said, "For my sake, Ellen, don't pamper him; don't let him be a sissy." She knew he had lived with just such a disadvantage, being brought up by his grandmother, who gave him her apron strings—strings which hindered him to the end of his college days. So Ellen had done everything in her power to let Larry grow normally. She sent him to his father for the answers to his many questions and, knowing that big Larry wished to talk with his son—as much as she did, left them alone often, ever fighting the maternal desire to "baby" one's only child.

But one day Larry came to Ellen with a request she could not forego. It was late in the afternoon, about dusk, just as the fireflies were beginning to light their lanterns. Ellen was sitting on the front porch waiting to watch Larry bound through the screen door and down the steps and run to the corner where he would stand and wait for his father. Big Larry was working too late these hot summer days, but Ellen knew the firm's condition and could only pray for better ones. But Larry did not

come bounding through the screen door. He opened it softly and said, "Mother, Dad just phoned. He can't get home for supper right away," and then he went on eagerly, his blue eyes sparkling, "so do you think?—Will you go?—Look, do you believe in fairies?"

"Why, I don't know, Larry. I've never—"

"'Cause if you do, I know the most wonderful place to watch 'em dance—just at this time of the day is best. It's right behind the house, in back of the trees—a little clearing sort of—just a short ways. Will you go?" He clutched her hand tightly in his small one—pleading with his eyes, afraid she would not go, would not understand.

"I'd love to see the fairies, Larry. Let's hurry." What she really meant was, "I'm so happy because you've asked me to go."

Past the flower garden and the grape arbor, past the small forest of evergreens and pine trees, they reached a glade which was divided by a shallow tinkling brook. Ellen had never come upon this spot on her many hunts for hickory nuts—nor had she ever seen one so serene and lovely.

"Here it is, Mother. Isn't it quiet? Do you like it? Just wait till you see the fairies dancing and hear them singing. They—"

"The fairies? Do you really see them?"

"Oh, yes! Sit down here by the water and I'll tell you 'bout 'em." Ellen and Larry sat down in the cool grass by the brook and the small child went on eagerly. "You do believe in fairies, don't you, Mother? You know you have to, to be able to see them. You've never said anything about 'em, but somehow I just thought maybe you did. I knew Dad wouldn't; he'd laugh. So I thought maybe you'd like to come with me and watch. Have you ever seen any fairies?"

"No, Larry, I can't remember that I have, but if you'll help me, I'll try very hard to believe I can see them."

"It's easy. All you have to do is know you see 'em and then there they are. I know you can do it 'cause you can cook 'n' sew 'n' do most anything. You see, across the stream is Fairy Land; we can't go over there, but we can sit here and watch."

"When do the fairies come out, Larry?"

"Oh, any time you want them to. I just start whistling real low and thinking hard that I see them and before I know it they're there!"

"Do you think I can do it the very first time?"

"Well, maybe not, Mother. It took me ever so long, but then I didn't have anyone to help me." Tears brimmed Ellen's eyes as she thought of the many beautiful fairy tales by which she had longed to lull him to sleep. "What's the matter, Mother? If you don't see them this time, we can come until we do."

"What? Oh, yes. I'll try very hard."

"All right, now pretend you can see them right now while I'm whistling, and I'll tell you when they're really there." Larry began to whistle softly, his attention directed across the brook. In a few moments he put

his small hand on Ellen's arm and whispered, "See them? Oh, they're awfully small, but they're dressed in the brightest colors. Do you see them, Mother?"

"Not very plainly, Larry. But I can hear the music and it's very lovely."

"Oh, but I wish you could see them. We'll come again tomorrow, won't we?"

"Yes, we'll come again and again." Every day, thought Ellen. Wonder what big Larry would say. Larry interrupted her thoughts.

"What are you thinking about?"

"I was wondering, Larry, if you can touch the fairies."

"Oh, no! Because, you see, they aren't *really* anything. You just think about them till you *think* you see them. Oh, but Mother, I can see them. Oh, Mother, I can see them so plain, and they look *so* real!"

Ellen glanced unwillingly at her watch. "Goodness, Larry, we've been gone too long. Your father will have been home long ago."

As they passed the arbor, walking slowly, Larry said, "Mother, let's don't tell Dad about this. He'd call me a sissy and I'm really not. Let it be just our secret; you know, we've never had one—just between us. Will you?"

"I think that would be fun, Larry. We'll never tell a soul." Ellen could hardly choke back the tears.

"Well, if it's going to be a *real* secret, we have to give each other something we like very much as a promise not to tell." Here, Larry stuck his hand deep in his pocket, "you can have my top. It's the best one in the world."

"Thank you, Larry. And what would you like? I'm afraid I haven't anything a boy would want. Can you think of anything?"

"Well, you see, Mother, it's not what I want, it's something of yours you like best—something like that locket you wear around your neck all the time."

"This locket? Oh, Larry, but I couldn't—"

"But, Mother, it's gotta be something you like a lot. My top is the best at school and I'll miss it ever so much. We'll take good care of each other's things. You know."

"All right, Larry. Here's my locket. Be awfully careful of it."

"I will, Mother," said Larry, clutching the small gold trinket in his hand, "and don't forget—not a word to a soul."

As they rounded the corner of the house, big Larry was coming up the walk. Larry dropped the locket in his pocket and ran to meet him.

Ellen and Larry went to the same spot the next day and the next, never mentioning the fairies or their destination until they had passed the grape arbor. This was Larry's idea, for he wished no one to know. And after they passed the grape arbor, he was a different child—he belonged to Ellen. It was on the fourth evening; the two sat down among the sleeping violets. Then Larry knelt close to Ellen and put his

arms around her neck. "Mother, you've just *gotta* see them today. I'm going to help you all I can." He began to whistle—clearly for such a young child. The singing brook and the crickets joined in and Larry soon stopped. "Now watch very, *very* closely, Mother. There, see! They're forming a ring, the queen is in the middle and they're dancing 'round and 'round her!"

"Yes, yes, Larry. I can see them," Ellen whispered excitedly. They're lovely! And the music—it's so different now—so alive, so soft and yet gay!"

Ellen at last had seen Larry's fairies. They were both so happy that they stayed much longer that evening and it was nearly dark as they returned home.

"Mother, you still have my top, don't you?"

"Yes, Larry, in my bureau drawer. Do you want it back?"

"Oh, no! But, Mother, you know—your locket—"

"You've lost it, Larry?"

"Oh, no! But, but—I opened it. Mother, I hope you don't mind too much," he went on hurriedly. "I just wondered what was in it and, and—"

"Of course I don't mind, Larry. Did you like the picture?"

"Dad's looked just as he always does, a little younger, maybe. But yours—yours looks as it did tonight when you said you heard the music so plain—it looked just like the queen of the fairies."

Ellen had never been so happy. She had more difficulty than ever hiding her ecstasy from big Larry that night. She wondered if he suspected anything. Larry would never give their secret away, for he seemed two different people—yes, hers after they passed the grape arbor. But Ellen wondered about herself—wondered if her eyes told big Larry anything.

The next day rain started about noon; it caught Larry on his way home to lunch, and he arrived out of breath and soaking wet. Ellen, sitting at a bridge table at the Country Club, watched the rain beat against the windows. She felt sure Larry had reached home before it started and if he had not, good 'ole dependable Mammy would give him a hot bath and put him straight to bed. And that was just what Mammy was going to do, but Larry was stubborn. There seemed to be something "extra-special" for which he had to return to school. "And, besides, Mammy," Larry argued, "it's stopped now." Though clouds still hung heavy overhead, the shower had ceased; so after he had changed to dry clothes and eaten his lunch, Mammy let him go. But before Larry could run the one block to the schoolhouse, the rain had started again.

Needless to say, Larry and Ellen missed their visit with the fairies that afternoon because of the weather—but Larry assured her they would not dance on the wet ground anyway. Ellen thought she couldn't wait until the next afternoon; she had fear of losing her recently gained

power to see their fairies. But the next morning Larry awoke with a slight cold, of which Mammy accused herself, and summer showers seemed to have set in. For several days it rained and Larry stayed home from school—his cold growing worse despite Ellen's care and Mammy's concern. Then late one night Ellen heard him call her name. When she reached him Larry complained of not being able to get his breath; she felt his forehead, which was hot with fever. In a moment, big Larry was by her side. Later a doctor came. The two of them conversed in the hall in low voices which Ellen could not hear in Larry's room. Larry looked terribly hot, but he wasn't perspiring. His eyes were closed and he did not appear to hear Ellen when she talked to him. Soon a trained nurse came and the doctor went away. Big Larry told Ellen it was pneumonia—how serious, they could not tell yet. For two days Larry lay there, semi-conscious—Ellen seldom leaving his side. Lines deepened in big Larry's face. Tears came easy for both of them now; the doctor had given them little hope.

On the third day, however, Larry seemed much better. He talked and laughed a little. He ate what was prepared for him and asked for more. It was nearly dinner time and Ellen was helping Mammy put the food on the table when the trained nurse told her that Larry had asked to see her right away. Ellen's face paled and her hand trembled as she opened the door to his room. A strange feeling—she did not know what, had possessed her. She stood by Larry. "Did you close the door, Mother?"

"Yes, darling. What is it?"

"You're sure we're alone?"

"Yes, yes, Larry. What—"

"Mother, I've been watching the fairies for about fifteen minutes but I didn't call you till I knew I saw them. They're not very plain, but if you think awfully hard, you can see them. The music is awful clear but it's not quite so gay. Look, Mother, sit on the bed and look—can you see them?"

Tears washed Ellen's face and her voice trembled, "I'm trying hard, Larry, awfully hard. What do they look like?" She rested her head on Larry's pillow.

"They're dressed in white, and the queen—oh, Mother, she's beautiful. That's you, you know. If there were a king, he could be Dad; but I don't believe Dad would like it very much so I'm glad there isn't one. And Mother, if you keep on looking—right there on my sheet—you can see the Fairy Land and everything. Can you see it? Can you?"

"Yes, darling, I can see it—dimly."

Late that night, Larry died. Ellen and big Larry sat up till morning—talking now and then—trying to soothe each other. Ellen, however, was very quiet. She had so many thoughts that were only hers.

The funeral was planned for the following afternoon. Somehow, Ellen wondered how, she lived through it. When they got home, she

made big Larry take a sleeping powder and go to bed—promising she would do the same. But Ellen fled toward her Fairy Land. It was dusk—"just at this time of day"—Larry had said. She sat down by the stream and whistled a tune which the water played on the rocks and the crickets sang chirpingly. Ellen stared at the fairies' stage, but they did not appear. Maybe tears clouded her eyes; maybe it was too dark; perhaps, just perhaps, Larry had taken his fairies with him.

PATSY JONES.

SUBMISSIVE WIFE

In the spring of 1864 the harbor of Wilmington was filled with ships, Yankee blockaders and Confederate defenders. In the crowd of vessels was one inconspicuous little boat, which appeared to be empty but which was filled below decks with busy men. It was the blockade-runner, *Advance*.

Aboard the *Advance* in his stateroom sat Captain John Whyte, gloomily watching his wife Priscilla as she unpacked their trunk. John was wondering for the thousandth time why he had let Priscilla come. Any of his sailors would have known better than to take a woman aboard a blockade-runner; yet he, Captain of the ship, was foolishly taking his own wife on this dangerous voyage. Of course, it would have been hard for him to do otherwise, for Priscilla had been determined to come with him on the trip. He remembered now how she had cleverly worked him into bringing her. From the moment he had entered the house until he had consented, she had had her mind on nothing else. That first evening her question—"Do you have to sail again soon?"—should have given him a clue to what was in her mind. But he had innocently and readily answered her, and was completely off guard for her stormy reply.

"In two days!" she had said. "In *two* days! Oh, no, John, not so soon as that. Why, I haven't seen you in three months, three whole months that seem like eternity because they were filled with anxiety for your safety! Oh, why won't the governor give you a little rest—give you to me for a little while?"

Then she had burst out crying, throwing her arms around his neck. He had tried to comfort her; but suddenly she had leaped to her feet and announced firmly: "John, I am going with you when you go. For three years I've stayed here as you wanted me to while I longed to be with you. I've played that role of submissive wife long enough, and I don't intend to stand it any longer. This time you take me with you."

He had been astounded at her words, but he told her immediately and decisively that he could not take her. When she had cried and stormed at him for being an insensible brute, he had tried to be gentle with her and explain that only the danger of blockade-running kept him from

taking her. But Priscilla had not listened to him. Priscilla had wanted to go, and she meant to get what she wanted!

For the next two days she had been subdued and hurt in her manner toward him. She said nothing more about it, for she knew that sooner or later he would reopen the subject. Finally he could stand it no longer, and he begged her to try to understand his motives.

"John, I can never understand it," she had said seriously. "You know how it's going to hurt me to see you leave tomorrow; you know just as well how easily you could make me the happiest woman in the Confederacy. Let me ask you once more; John, won't you take me with you?"

She had looked at him pleadingly. Suddenly he had an overwhelming desire to take her, to do anything she wished. In that moment he had consented. She had won her point.

John sighed heavily. Well, here we are on the boat now, he thought, and I guess I'd better make the best of it. But *why* did I—

"Priscilla, I'm going out to see about loading the cotton. You may come, of course, if you want to."

"Very well, John."

Priscilla turned and watched him walk dejectedly out of the room, then chuckled gleefully to herself. For her part she was well satisfied with the whole situation, and she congratulated herself on her cleverness in getting what she wanted. John's misgivings troubled her not at all, for she was sure that before the voyage was over, he would be wondering how he had made his previous trips without her. And in case she never had a chance to go again, she was ready for every bit of excitement this voyage might offer. However, the first night was uneventful. Since Priscilla wanted to have a good view of everything, she stationed herself on deck between two bales of cotton. When the ship finally began to move out of the harbor, she watched with interest the great black forms of the other ships which they passed slowly. Gradually this pastime became monotonous, and without meaning to she fell asleep. When she awoke she was in her cabin, and she noticed immediately that the boat was no longer moving. She ran quickly to the porthole, and found that the ship was again anchored in the harbor. The next day John told her that they had been unable to escape the watchful Yankees, and had finally decided to give up for the night. He was a little worried about the delay, because the governor was anxious to get the supplies from England.

At the end of ten days the *Advance* was still anchored in the harbor, and John was almost frantic. Every night he tried to slip out, and every attempt was a miserable failure. He was now discouraged greatly by the knowledge that the Yankees knew of his presence, and therefore would be on the lookout for him in the future. To run the blockade now would call for unheard-of luck.

On the tenth night, however, there was a heavy fog, and John's hopes began to brighten. He told Priscilla confidently that the next morning they would be at sea. Again she hid behind the bales of cotton, sure that this time the vessel would slip by those Yankee sentinels. But about half an hour after they set out, something hit the *Advance* with a terrific impact. Priscilla was thrown against the bales. She heard John run to the rail and carry on a low conversation with someone. When he came to her with the news, his voice was despairing.

"It was our sister ship, *Mason*," he said, "who is changing her position tonight. Of course, since we had no lights, she could not see us and the accident was unavoidable. I wish it hadn't happened tonight, though, for it smashed our first hopes of success. Now it will be necessary for us to spend several more days in port getting repairs."

"Cheer up, John. You know, it won't hurt at all. When the Yankees miss seeing us for several nights, they may think we've given up or have slipped out tonight. Then they won't be on watch for us when we try next time."

"Let's hope so. Tell me, would you like to go into Wilmington and stay with your aunt? Since we won't leave for at least two days, there's no point in your staying on board unless you want to. You could have a little holiday on shore."

Priscilla's face brightened.

"I can see by your expression that you want to go; but don't think I'm going to let you join this Wilmington society by yourself! I'm going with you to see that you don't flirt too much with those poor defenseless soldiers," he continued, laughing at her shocked expression. "We shall go early in the morning, and for two days we shall forget this tiresome blockade-running!"

But blockade-running was far from forgotten. Priscilla's Aunt Hannah wanted to hear all the details of their attempts to get out, and, in spite of what he had said, John was ready to oblige her. After a lengthy discussion, very boring to Priscilla, Aunt Hannah said: "Well, John, I don't understand why you are having so much trouble this time. Didn't you tell me you'd never stayed in a harbor more than three days before? What do you think the trouble is?"

John answered quickly. "I have solved that question easily enough. You see, last time I was here, Commodore Whalen was in charge of the Yankee fleet, and his blockade was very ineffective. Of course, as soon as the Secretary of War realized the inadequacy of Whalen's fleet, he removed it and sent Commodore Rives Anderson here. This Anderson has a strong fleet, and his men are always on their job. I can't slip by them. I'm afraid that if I don't get out soon, the governor will call my services inadequate, and give me a dismissal," he ended with a laugh.

At the name Rives Anderson Priscilla had started from her state of boredom to one of excitement. She uttered a small "oh!"; then quickly

she controlled herself, and assumed a blank expression. Only her sparkling eyes gave evidence of her excitement.

Aunt Hannah turned to her and said, "Why, Priscilla, isn't Anderson the young Yankee captain who was in Whalen's fleet and who pestered you so when you were visiting me? Seems to me his name was—"

"Oh, no, Aunt Hannah," Priscilla interrupted hastily, "he's not the one. That young captain's name was Ralph Anderson—not Rives, you know!"

"Was it?" Aunt Hannah mused. "I declare, my memory must be getting mighty bad if I've forgotten that boy's name, as many times as he came here to see you."

"What's this, Priscilla?" asked John, pretending to be angry. "You mean you took advantage of my being in England by capturing a Yankee's heart? And you never even told me!"

Priscilla looked flustered. "Oh, John, you've got it all mixed up. It was just that this silly little Captain Ri— Ralph Anderson, tried to come to see me. But, of course, I didn't let him. I totally ignored his attentions."

"I see, dear. Don't get excited about it though, for I might think there's more to it than you say."

Aunt Hannah laughed. "I can support everything she said. She repulsed every advance he made. A thing I never could understand, either, for he was a very nice young man."

Then she and John continued their discussion of the war. Priscilla excused herself and ran up to her room.

So Rives Anderson has been promoted, she thought. Funny that he should have the command here just at this time. She understood now why John had been unable to run the blockade, for Rives was a clever officer and a good sailor. She remembered that last year he had been spoken of as the only worthy officer in "that Whalen's fleet." She had always admired Rives herself, and if he had not been a Yankee and she had not been a Confederate officer's wife, she might have accepted his attentions. As it was, she had talked to him only two or three times, when meeting him was unavoidable; and when he had begged her to let him escort her somewhere, she always refused in spite of how much she wanted to go. This especially hurt when he asked her if she would let him show her over the ship, for she had always wanted to see one of the warships. Of course, she knew that if she had given him any encouragement, he would have loved her. Suddenly she thought, if I encouraged him now, what would happen? Is there any way I could help John by using my influence on Rives?

Immediately Priscilla tackled this problem with vigor, and, after hard thinking for several minutes, she exclaimed, "I have it!" She ran to her desk, and began writing, pausing occasionally to think. The note was:

My dear Commodore Anderson,

I have just arrived at my Aunt Hannah's, and she has told me of your wonderful promotion. Allow me to congratulate you and to tell you that *I* think you fully deserve it. But now that you have a division of the Navy to command, I hope you won't think yourself too high to escort a lowly Confederate over your ship. You see, I have set my heart on seeing it, and I hoped that your offer of last summer would still be good. If my acceptance is not too late, I should like to do it tomorrow night.

Sincerely yours,
PRISCILLA WHYTE.

After reading it over several times, Priscilla stole cautiously down to the kitchen, where she interviewed a little colored boy. She gave him many instructions, finally handed him the note, and watched him scamper off in the direction of the docks. About three hours later he returned with the answer. Priscilla jerked it from his hand, and ran upstairs to read it. When she finished, she breathed a sigh of relief. Rives was overjoyed at the prospect of seeing her again; he even mentioned a small reception in her honor at which the other ship's officers would be present. Nothing could be more perfect. Maybe her plan would work!

The next day John and Priscilla returned to the *Advance*, for John intended to try to leave again that night. After supper as they sat on deck, Priscilla said: "John, what time are you going to leave tonight?"

"Oh, I don't know. About eleven or twelve, I imagine. Really hadn't thought about it. Why?"

"Well," said Priscilla seriously, "I've had a premonition. Don't laugh, now! I know that if you try to leave earlier tonight by the left side of the harbor, you will have no trouble escaping. Try it about eight-thirty or nine, John. I *know* you will make it!"

John was laughing heartily. "I never knew before I had a prophetess for a wife," he said. "When did you acquire this ability to see into the future?"

Priscilla remained serious. "All right, laugh! But, after all, I have intuition just as any other woman. Probably have more than the average. Even if you don't trust my intuition, though, you may as well follow my advice. You're going to leave some time tonight, anyway; so why not then?"

Priscilla smiled triumphantly and kissed her husband lightly on the forehead. "Good!" she cried gayly. "I'm going below now. Will you be down before we sail?"

"No, I think not."

After she had gone John wondered why she had seemed so sure of her plan; but thinking of no explanation, he dismissed the subject and began to issue orders to the men.

About an hour later the *Advance* again moved slowly and silently out of the harbor. Obeying Priscilla's orders, it swung to the left, coming very near the shore. Tonight the nearest Yankee ship, the one which usually spied him, was ablaze with lights. As he approached, John could hear much noise and laughter. He wondered what was happening. Those damn Yankees better pay more attention to this war, he thought as he passed the ship, for the decks were empty and no one saw the blockade-runner. Then as the distance between him and the Yankees widened, he breathed a sigh of thankfulness. He was pretty glad those Yanks weren't interested in war *this* night, for the *Advance* had at last run the blockade! At last they were on their way!

After they were well at sea, John decided to go below and congratulate Priscilla on her wonderful intuition. He chuckled to himself. Funny that she was able to tell him how and when to get out of that harbor, as many times as he had done it before!

He opened the door and said, "My dear, you are really won——. Priscilla! Where are you?"

He glanced hurriedly around the empty room, and turned to go out. As he did, a note pinned to his pillow caught his eye. He ran to the bed and tore it off.

John, dear, (it read)

I have decided you were right—a woman's place *is* in the home. I'm sorry I ever caused you trouble by begging you to bring me, and by coming with you. But now that I'm ready for the role of submissive wife again, I shall try to portray that role the best that I can.

I am going to Aunt Hannah's to wait there for your return. I don't have to wish you luck in getting out, for I am still sure that you will be successful tonight. I only wish you luck during the voyage, and I hope for your speedy return to me.

Your obedient wife,

PRISCILLA.

Priscilla gone! He could not believe it. She had shown no signs of dissatisfaction; in fact, she had seemed quite happy with him. Why did she leave? He almost wanted to turn back, to see her again and find out her motives. Could that Anderson—no, of course not! Priscilla would never lie to him. But how could she have been certain of his escape, when he had been so doubtful? Could she have had something to do with it? Oh, how he wished she had not left him! There was one thing certain; next time *he* would *make* her come.

HELEN HOLT.

SHE DWELT AMONG THE CAFE LIGHTS

(With apologies to W. Wordsworth)

She dwelt among the cafe lights,
Inside the "spots of sin,"
A gal who spent too many nights
With gayety and gin:

An orchid in a "super charged"
Parked on the Avenue!
She always had her pranks enlarged
In Winchell's stage who's who.

She played long years, and few could know
When Goldy settled down;
But she was getting old, and, oh,
The difference in town!

M. V. B.

ALUMNÆ SECTION

MEETING OF THE GENERAL ALUMNÆ ASSOCIATION

(May 30, 1938, Saint Mary's Auditorium)

The Saint Mary's Alumnæ Association held its annual business meeting in the school auditorium on Monday, May 30, at 2:30 o'clock. The meeting was called to order by Mrs. Alex Cooper, of Henderson, president of the General Alumnæ Association. In the absence of Mrs. Howard Hartzell, of High Point, secretary of the Association, Miss Kate Spruill, executive secretary, read the minutes of the last meeting. Mrs. W. A. Withers, treasurer, gave the treasurer's report and reported a balance for May 31, 1937, of \$387.07; total receipts for the year 1937-38, \$843.37; total disbursements, \$697.03; and a balance of \$143.43 for May 30, 1938. There was a motion from the floor stating that since the school had given the alumnæ luncheon with no charge to individual alumnæ, all alumnæ should put 50c on the table before leaving. The motion was seconded and carried. Following the treasurer's report, the executive secretary gave her report for the year, and called the roll of chapters. Mrs. Cooper then gave her address to the alumnæ.

Resolutions of respect were read by Miss Sarah Cheshire and Mrs. Fred Flint to the late Miss Mary C. Smedes and Mrs. J. J. Bernard, alumnæ. Mrs. J. S. Holmes read a tribute to the late Miss Mary Elizabeth Josephine Czarnomska, teacher in the school during the administration of Dr. Bennett Smedes.

There being no old business to come before the meeting, Mrs. Cooper proceeded to present the new business for consideration by the group. The first piece of business concerned the changing of the Iredell, McKimmon, Memorial Fund back into a scholarship, the purpose for which the money was originally collected. Mrs. Cooper gave a brief review of the case, stating that several years back the Alumnæ Association had taken action upon a motion to the effect that the money collected for the Mary Iredell, Kate McKimmon Scholarship be changed into a Memorial Fund to be used at the discretion of the Alumnæ Council. Mrs. Cooper also stated that since that time interest on the fund had been devoted to the partial support of Miss Czarnomska. Since Miss Czarnomska had recently died, Mrs. Cooper stated that it was the business of this session to take action on the matter. She then offered the suggestion handed down by the Alumnæ Council which read to the effect that the Memorial Fund be voted back to serve the purpose of a scholarship in memory of Miss Mary Iredell and Miss Kate McKimmon. The holder of this scholarship, preferably a daughter of an alumna, should

be nominated by the Bishop of the Diocese and the President of the School. The suggestion was put into a motion, seconded, and passed by the whole body.

Mrs. Cooper then presented the next business. She stated that at a meeting of the Council, held on February 4, the need of reorganization within the Council was discussed. It is suggested by the Council, she stated, that there be nine members on this body, and that rotating order be observed. That is, that three old members should give their places to three new members each year. Further, a term of three years is suggested for the presidency, after which she shall remain on the council for a year to act in an advisory capacity. The council advises that there be elected in the council a vice president and a second vice president automatically to succeed the president. A committee shall be appointed by the president to submit names for candidates for the council to the alumnae secretary, who shall send them out to the chapters to be voted upon.

This suggestion called forth much discussion, and, as such, was not put into a motion. It was moved that the committee be elected, not appointed, but the motion was not seconded. It was then moved that a nominating committee be appointed by the president to submit names of candidates for the council to the alumnae secretary, who would be requested to send the bill of names out to the active members of the association (those having paid dues), and to the chapters, which should record their votes individually. Those three candidates receiving the highest number of totaled votes should be elected. The motion was seconded and carried.

It was also moved that the phrase "automatic succession of the two vice presidents to the presidency" be removed, and that there be no first or second vice president, but two vice presidents, one coming from the east and one from the west. The motion was seconded and passed by the body. It was further moved that there be elected at the annual commencement meeting of the Alumnae Association a committee to nominate candidates for the presidency. This committee should submit the names of the candidates to the meeting to be voted upon by the general association. The motion was seconded and passed by the house.

Following the passing of this motion, Mrs. T. W. M. Long, of Roanoke Rapids, protested against the inadequate treatment of the regimes of Rev. Theodore DuBose Bratton and the Rev. McNeely DuBose in the historical sketch appearing in the School Life number of the Bulletin. Mrs. Cooper then appointed her to head a committee to write a historical sketch of the administrations of these two men to appear in the Alumnae number of the Bulletin.

The body voted to send a telegram to Miss Carrie Carr Mitchell, of Asheville, active alumna, who is ill.

The following were named to serve on a committee to work on plans for the Centennial Celebration of the school: Miss Corinna Gant, Bur-

lington; Mrs. Charles Kistler, Morganton; Mrs. Johnston King, Wilson; Mrs. J. Lawrence Sprunt, Wilmington; Mrs. Alex Hanes, Winston-Salem; Mrs. Frank Graham, Chapel Hill; Mrs. Bennett Perry, Henderson; Miss Nan Clark, Tarboro; Mrs. Gordon Thomas, Raleigh; Mrs. George Watts Carr, Durham; and Miss Elizabeth Thompson, Raleigh.

After the singing of "It's a Long Way to Saint Mary's," and the distribution of the words of this song, the meeting was adjourned.

REPORT OF ALUMNÆ SECRETARY

Reports at their best, I think, are usually dull, both for the person giving and the persons receiving. So instead of making a detailed report of receipts, expenditures, number of letters sent out and such, I shall tell you in general of the work of the alumnae secretary during the past year.

The files containing the names and addresses of alumnae have been corrected to the best of my knowledge, and individual cards for graduates of 1937 and those students not returning were added to the files.

I have started a file for all correspondence, and also a file for chapter information.

In November, a meeting of the General Alumnae Association was held at the school, the primary purpose of which was to discuss alumnae activity in the coming Centennial celebration. The morning session was devoted to a discussion of College Alumnae Relationships. Following an exhibition in the gymnasium, alumnae were served luncheon in the dining room.

By the end of the year I will have edited three alumnae sections of the *Bulletin*. I have also contributed news of Saint Mary's to the *Carolina Churchman*.

The Granddaughters' Club has been fairly active this year, having as members forty-seven students, substantial evidence that Saint Mary's still spreads its influence through the different members of a family.

A Student Centennial Fund Committee has been organized, which at Christmas time sold Christmas cards for the Henderson Chapter, the amount therefrom totaling some forty-odd dollars. This committee also sold Address Books for the Fund and made a profit of twenty dollars.

Numerous letters have been sent to alumnae, concerning dues, subscription to the *Bulletin*, class organization, and innumerable other things. Newspapers, historical material, and material on chapter work have also been sent out. I have visited fourteen towns this year, including Salisbury, Rocky Mount, High Point, Winston-Salem, Greensboro, Charlotte, Asheville, Atlanta, Columbia, Charleston, S. C., Burlington, and Washington, N. C. During spring vacation, Miss Elizabeth Tucker, secretary to Mrs. Cruikshank, and I made the Charlotte, Asheville,

Atlanta, Columbia Good Will Tour. It was most enjoyable, and in every place, except Atlanta, we had a well attended luncheon meeting of alumnæ. In Atlanta, however, we devoted our time to interviewing prospective students, and enjoyed a tea given for us by Mrs. Howard See, mother of two girls who have attended Saint Mary's.

For me, it has been a very pleasant year, and I thank you for the opportunity of working with you. For the coming year, Saint Mary's looks forward to a new year of alumnæ activity, whereby our many plans may be made into achievements.

Respectfully,
KATE SPRUILL.

PRESIDENT'S MESSAGE TO ALUMNÆ

For the past four years you, the alumnæ, have had our most loved Miss Easdale Shaw to give you greeting at this time. I feel very humble, but I must say very grateful to the alumnæ for trusting me with this office, which I consider quite an honor. I thank each of you, and I will try for the next two years to do my very best, with the help of such a loyal Council and capable, peppy secretary. (That is a good word for an alumna to use, and it just expresses the times and what she is.)

We, as a Council, want all the alumnæ to feel just as much interested as we are, and give us all the help and suggestions you will; for you know the Saint Mary's Alumnæ Association is a big thing in numbers; so let us make it do big things.

In looking over the *Alumnæ Number* and the *School Life Number* of the *Bulletin*, I just wished that my ship had come in, in order that I might have sent a copy of these two numbers to every alumna. They show what a splendid school we have. I quote from an article written by Nell Battle Lewis, parts of which appeared in the Alumnæ number: "The influence which a Church school has on a student is so subtle, that for years, it may be imperceptible. It is natural that young people would think Chapel is simply a nuisance, or a bore, but the lesson is working on you in the dark, and it works, I find, for years."

In the *School Life* number there is an article quoting the late Miss Emilie McVea. We who had the privilege of being one of her students can see her love and Christian character in it. I quote: "The heart of Saint Mary's was the chapel; small, brown, not especially beautiful to the stranger, but filled for us with holiest memories. The orderly, reverent, daily chapel service, the glorious strains of the music of high festivals, the beauty of holiness which illuminated the minister are influences for good which will abide with us forever. The yellow and white of chrysanthemums, the glory of autumn leaves, the sound of All Saints Day collects and hymns, the lilies of Easter and of Ascension

Day, and the joyous prayers and praise of those feast days of the church, come to us now, deepened and made more sacred by the memory of the services of long ago, the service in the small brown chapel that we loved."

I hope every one of you will take the *Bulletin* and read it, for if you read it, I know you will want to take it.

It is a real joy to see so many old and new faces, and I do hope this meeting is going to be a real inspiration to us all, and we will all go home with Saint Mary's in our hearts and in our minds.

To the Class of 1938, the alumnae welcome you and hope that Saint Mary's will always be foremost in your hearts, and that every one of you will come next year to the General Alumnae meeting. You are the ones to whom Saint Mary's is looking in the future.

ELLEN COOPER.

RESOLUTIONS

RESOLUTIONS IN BEHALF OF MARY CADES SMEDES

In the death of Mary Cade Smedes, affectionately known as "Miss Niecy," on January 23, 1938, in New Iberia, Louisiana, Saint Mary's Alumnae Association lost one of its oldest and most beloved members.

Miss Smedes was eighty-six years old, but the memory of her is fresh and warm in the hearts of her Saint Mary's friends. She was the daughter of Sara Cade and Evert Bancker Smedes, of Louisiana, and a niece of Dr. Aldert Smedes.

Owing to this circumstance, she spent many years of her early life at Saint Mary's and, because of her keen wit, her quiet charm and her fine intellect, she won many friends, whose love for her has not been dimmed by her long absence from them.

As mistress of Oasis Plantation in Louisiana, she became endeared to all who knew her, as was tenderly expressed in these few lines written by a friend at the time of her death:

"The beacon of your help will live and lighten
The path that weary earth-bound folk must tread;
The thoughts of your sweet mind will always brighten
The lives of theirs. You cannot be dead,
You are just transplanted across the way
And we will meet you smiling there some day."

(1) Be it resolved, therefore, by the Alumnae Association, meeting in Raleigh on May the thirtieth, that in the death of Mary Cade Smedes, Saint Mary's has lost a loyal and devoted friend, and that we the members have lost a valued and beloved associate, whose life will ever be an inspiration to the girls of Saint Mary's.

(2) Resolved, that a copy of these resolutions be spread upon the minutes of this Association, and a copy sent to the family of Miss Smedes.

MRS. W. W. VASS,
MRS. SARAH CHESHIRE,
MISS LOULIE BUSBEE,
Committee.

RESOLUTIONS IN BEHALF OF ELLA LUMSDEN BERNARD

Whereas God in His all-wise providence has taken from our midst our fellow member, Ella Lumsden Bernard, and whereas we the Raleigh Chapter of our Alumnæ Association have lost in her death one of its most energetic, loyal and devoted members, be it resolved that we the Raleigh Chapter send our sincere sympathy to her daughters and request that a copy of this resolution be placed on the minutes of this meeting.

(Signed) LIZZIE ASHE FLINT,
ELIZA BUSBEE PENDLETON.

RESOLUTION

Whereas the death of Marie Elizabeth Josephine Czarnomska in Washington, D. C., on May 22, 1938, in her eighty-ninth year, brought to a close a life of great value in the educational world; and,

Whereas our appreciation of her worth to Saint Mary's School finds fitting expression in the sketch of her life read by Emilie Smedes Holmes at the annual meeting of the Alumnæ Association on May 30, 1938:

Therefore, be it resolved that a copy of this sketch and resolution be sent to her family and recorded on the books of the Alumnæ Association.

(Signed) EMILIE SMEDES HOLMES,
SUSAN MARSHALL,
SADIE ROOT ROBARDS.

A BRIEF SKETCH OF THE LIFE OF MISS CZARNOMSKA

(Read by Mrs. J. S. Holmes at the annual meeting of the Alumnæ Association, May 30, 1938.)

I want to speak to you briefly today about the life of Mary Elizabeth Josephine Czarnomska, noted educator and author, and formerly a member of Saint Mary's faculty, who passed away in Washington, D. C., on May 22, 1938, at the age of eighty-eight.

Through her association with Dr. Bennett Smedes in the early years of his administration of Saint Mary's, Miss Czarnomska made a lasting contribution to the scholastic and the spiritual ideals of this great school. Her influence has been widely extended through the lives of many of her pupils who have made their mark as leaders in the educational, social, civic, and religious life of their day. A few of them, well known to many of us, are Emilie Watts McVea, Eliza Smedes Knox, Ella Tew Lindsay, Florence W. Slater, Kate Cheshire, Julia Horner Cooper, Mary Hilliard Hinton, Fannie Yarborough Bickett, and Jennie Bingham Toy (now representing the Alumnae Association of the Board of Trustees of our school). These notable women delight to pay tribute to Miss Czarnomska as the "guide, philosopher, and friend" of their youth, an intellectual stimulus, and an inspirer of a high idealism. And her influence still stirs the heart of many a graduate today through the strains of our Commencement Day hymn: "Jerusalem, High Tower Thy Glorious Walls," introduced into the life of the school by Miss Czarnomska.

A brief glance at the parentage and early girlhood of this rarely gifted woman throws light upon her later career. Her mother, Letitia Coakley, came as a young girl with other members of her family from the British West Indies to Norwalk, Connecticut, to be with relatives living there. At once we become acquainted with the family as teachers, and before long Letitia opened a private school in New York. Shortly thereafter, however, she met and married a Polish gentleman, Isidor Czarnomski. Miss Czarnomska was born of this union. Both parents died while she was still an infant, and her mother's sister, Miss Eliza Coakley, became a mother to the little girl. In later life Miss Coakley entered a sisterhood of the Episcopal Church and was for many years actively engaged in good works in the diocese of Long Island. Her declining years were spent (under the care of the niece whom she had brought up) at Saint Mary's, where she was a familiar figure known to us as "Sister Eliza." Her brother, Dr. George W. Coakley, a brilliant linguist and mathematician, who became a distinguished member of the faculty of the New York University, shared with his sister the training and education of their niece until she was entered at an early age as a student in the Packer Institute, Brooklyn, Long Island. Here, we in Raleigh are interested to note, she formed a close and lifelong friendship with our beloved Mrs. A. B. Hunter. At the age of sixteen Miss Czarnomska was graduated from The Packer. She was not long in finding a place for herself as teacher, and she was still a very young woman when, through Mrs. Young-Fulton's Teachers' Agency, Dr. Smedes added her to the faculty of Saint Mary's. Within two years of her coming the first class formally to graduate from the school received their diplomas. It was the class of 1879, and this class celebrated their fiftieth anniversary by inviting Miss Czarnomska to join with them in their reunion

nine years ago. At that time the Alumnæ Association decided to devote to Miss Czarnomska for the remaining years of her life the interest of the McKimmon-Iredell Scholarship Fund.

Leaving Saint Mary's in 1888, Miss Czarnomska's subsequent career was a brilliant one—as Professor of English Literature at Smith College, Northampton, Massachusetts; of Hebrew Language and Literature at the University of Cincinnati; and finally of Biblical and Comparative Literature at Sweet Briar, where she was called by her former pupil, Dr. Emilie McVea, then president of the college. In the intervals of classroom work, Miss Czarnomska studied Semitic languages and literature through research and travel in the Orient, and eventually published a two-volume work entitled, "The Authentic Literature of Israel." Miss Czarnomska was also a gifted musician and retained her active interest and participation in music to the end of her life.

It has seemed fitting that when she was overtaken by the infirmities of old age, her later years were eased and comforted by the united efforts of alumnæ of Saint Mary's, Smith, and Sweet Briar, and she often expressed her deep appreciation of this service.

In the memory of Saint Mary's alumnæ of that long-past period, three strongly contrasting personalities stand out vividly as powerful factors in the life of the school: Miss Katie McKimmon, Mrs. Iredell, and Miss Czarnomska. We of my generation are thankful that our lives were touched by theirs.

ALUMNÆ LUNCHEON

(School Dining Room, May 30, 1938)

The annual Alumnæ Luncheon was held in the school dining room on Monday, May 30. Miss Rosalie McNeill, Lumberton, of the class of 1935, acted as toastmistress, and Mrs. William J. Gordon, Spray, of the class of 1905, president of the Woman's Auxiliary of Diocese of North Carolina, addressed the group. Mrs. Gordon spoke on "Ongoing." "If we are going to keep step with the march of life, we must do it with a certain amount of discipline," Mrs. Gordon said. She also brought out the importance and necessity of there being "a sense of direction, a goal at the road."

The classes having reunions this year were the classes of 1888, 1913, 1918, 1923, 1928, 1933, and 1935.

The 200 alumnæ and faculty present were surprised to find at their places a lovely reproduction of the old drawing of Saint Mary's by Mrs. Blessner, given by Mrs. Alex Cooper, president of the Alumnæ Association.

The program for the luncheon was as follows :

Toastmistress, Rosalie McNeill, '35

Welcome to Alumnæ.....	Margaret Jones Cruikshank
Response.....	Ellen Faucett Cooper
"In a Grove of Stately Oak Trees"	
Welcome to Seniors.....	Katherine Duff Powell
Response.....	Mary Elizabeth Neff
Senior Stunt	
Address	Anna Clark Gordon
"Alma Mater"	

Mrs. A. J. Ellis, oldest living alumna in Raleigh, was present and was recognized by the group. Among others present were :

Mrs. J. V. Higham	Raleigh, N. C.
Mrs. Tom Powell.....	Raleigh, N. C.
Mrs. W. J. Gordon	Spray, N. C.
Mrs. Alex Cooper.....	Henderson, N. C.
Miss Rosalie McNeill.....	Lumberton, N. C.
Mrs. Ernest Cruikshank	Raleigh, N. C.
Miss Easdale Shaw	Rockingham, N. C.
Mrs. Paul Davis.....	Raleigh, N. C.
Miss Mae Johnson.....	Raleigh, N. C.
Mrs. Frank Graham.....	Chapel Hill, N. C.
Mrs. W. A. Withers.....	Raleigh, N. C.
Mrs. J. S. Holmes	Raleigh, N. C.
Mrs. Tom Wright (Hannah Knowlton).....	Lexington, Va.
Mrs. W. W. Vass	Raleigh, N. C.
Mrs. Charles E. Kistler.....	Morganton, N. C.
Susan M. Royster.....	Raleigh, N. C.
Sarah Cheshire	Raleigh, N. C.
Isabel Brumby Patton.....	Asheville, N. C.
Mrs. Sam Lawrence.....	Raleigh, N. C.
Florence H. Jones.....	Raleigh, N. C.
Louise T. Busbee.....	Raleigh, N. C.
Isabel Busbee	Raleigh, N. C.
Mrs. T. W. M. Long.....	Raleigh, N. C.
Margaret Stedman Haughton.....	Raleigh, N. C.
Alice Edwards Jones.....	Chapel Hill, N. C.
Mildred B. Telfair	Raleigh, N. C.
Mary Armstead Maupin.....	Raleigh, N. C.
Louise Wright.....	Raleigh, N. C.
Ida R. Cheshire	Raleigh, N. C.
Virginia Pickell.....	Raleigh, N. C.

Lillian Thompson.....	Raleigh, N. C.
Elizabeth Thompson	Raleigh, N. C.
Elizabeth Montgomery	Raleigh, N. C.
Sally Dortch	Raleigh, N. C.
Florence Grant Smith.....	Wilmington, N. C.
Mrs. James Van Ness.....	Concord, N. C.
Mrs. William Steele.....	Concord, N. C.
Mrs. William Linehan.....	Raleigh, N. C.
Mrs. E. P. Hough.....	Raleigh, N. C.
Mrs. A. J. Ellis.....	Raleigh, N. C.
Mrs. George Flint.....	Raleigh, N. C.
Mrs. F. P. Venable.....	Chapel Hill, N. C.
Mrs. Eliza Pendleton.....	Raleigh, N. C.
Mrs. Henry B. Morrow.....	Raleigh, N. C.
Mrs. D. S. Matherson.....	Hillsboro, N. C.
Mrs. J. Cheshire Webb.....	Hillsboro, N. C.
Mrs. Louise Sutton.....	Raleigh, N. C.
Charlotte Winborne.....	Raleigh, N. C.
Mrs. Heriot Clarkson.....	Raleigh, N. C.
Mary Hilliard Hinton.....	Raleigh, N. C.
Mrs. Charles M. Gilliam.....	Petersburg, Va.
Helouise Smith.....	Rockingham, N. C.
Mrs. Walker Williams.....	Raleigh, N. C.
Mrs. Walter Simpson.....	Raleigh, N. C.
Betsy Dixon Vann.....	Franklinton, N. C.
Sarah Vann.....	Franklinton, N. C.
A. Brooke Allan.....	Charlotte, N. C.
Effie Flannagan.....	Henderson, N. C.
Janet Lawrence.....	Chapel Hill, N. C.
Beverly Vann.....	Franklinton, N. C.
Helen Morton.....	Raleigh, N. C.
Nell Joslin	Raleigh, N. C.
Frances Claypoole Royster.....	Raleigh, N. C.
Virginia Naylor Clement.....	Enfield, N. C.
Elizabeth Young.....	Richmond, Va.
Marie Lawrence	Chapel Hill, N. C.
Julia Wood Skinner.....	Raleigh, N. C.
Reba Shields.....	Raleigh, N. C.
Louise Josey Riddick.....	Scotland Neck, N. C.
Sadie Bell McGwigan Hall.....	Scotland Neck, N. C.
Mrs. W. A. Withers.....	Raleigh, N. C.
Hortense Jones.....	Greensboro, N. C.
Frances Jones.....	Greensboro, N. C.

ALUMNÆ NOTES

Ann Whaling, '37, has been chosen to edit the 1938-39 Annual for Salem College. Ann was editor of the *Stage Coach* her senior year at Saint Mary's.

Olive Cruikshank, '37, has been elected president of the Pi Beta Phi Sorority at the University of North Carolina. Four other Saint Mary's girls hold office in the sorority. They are: Mary Taylor Hinnant, '37, vice president; Virginia Bower, '37, secretary; Eleanor Jackson, '37, treasurer; and Kathryn Fleming, '37, rush captain.

Saint Mary's girls were in various May Courts this spring. Salem College honored Betty Scott, and the University of North Carolina chose Olive Cruikshank, Mary Taylor Hinnant, Betty Redfern, and Olivia Root to take part in their celebration. Margaret Jamieson was in Hollins' May Court.

CLASS NEWS**Class of 1933**

Seven '33's (and perhaps more) appeared for the five-year reunion at the Alumnæ Luncheon, Monday, May 30, in the dining room. Nancy Gordon, president of the class, could not attend, as she is in training at Johns Hopkins, but sent her warmest greetings. From Agnes Peschau came a Special Delivery to Nancy and the Class of '33, which is printed below:

Dear Nancy and the Class of '33,

"I've just gotten back from a wonderful three month's trip to Havana, Panama, Mexico and California—but, unfortunately (not knowing about our reunion in time) I have arrived with plans for May 30, so can't be with you.

What's worse, I don't even know any class news to send you. Haven't seen or heard of anyone in a long time, and it has been so long since I've seen a *Bulletin* that I've almost forgotten what they look like. So, if there is any way of getting news of our reunion to absentee members, do include me.

Speaking for myself, I know nothing of "marriage" or "raising a family," but I do come under the "professional" heading, having been secretary to the president of an advertising agency in New York for the past two years. I resigned in December,

after having lost all the pounds (17 of them) I put on at Saint Mary's.

It's hard to believe that this is our fifth year reunion. I feel simply ancient.

Again, I'm sorry I can't be with you and send all kinds of good wishes to all of you."

Sincerely,
AGNES PESCHAU.

Class of 1935

Though not celebrating any particularly outstanding anniversary, the class of '35 "reunited" unofficially but successfully for commencement. Attending the Alumnæ Luncheon on Monday were: Rosalie McNeill, '35's own, who acted beautifully as toastmistress and kept us all entertained; others were Slocumb Davis, Maria Drane, Marie Lawrence, Hortense Jones, Tudor Trotter, and Brooke Allan. Greetings by telegram to the class came from Nancy Crow in Houston.

And now comes a report from those post cards sent to members of '35—to fill out and return in an effort to gather some class news. Where are all the other post cards, and did you turn crooks and use them for other purposes? Anyway, those we did get were fine, and well worth printing.

From Houston came a letter from Teenie Clark and Nancy Crow. Nancy writes:

Classmate Clark (Teenie) took seriously an invitation issued in fun and is with me for a six months visit. Says she is paying me back for all the week-ends I spent with her while we were in school. We're even now.

The year after we graduated from Saint Mary's we both went to school in Washington, Teenie to Gunston and I to King Smith. Last year Teenie wintered in Tarboro and Chapel Hill, I withered at the University of Texas.

We are planning a trip to Mexico soon. Teenie wants to buy shoes and I want to display the Spanish, Madam tried to teach Hortense and me.

Teenie stopped in Palm Beach, Florida, on her way here and saw Pebbles Walton, '36, for a minute.

Tourtellot, Teenie and I had lunch together this week and "do you remember whened" so much our food got cold.

We have just returned from the rodeo and fat stock show, which is taking Houston by storm. We both got a blue ribbon.

We'll bring you a surprise from Mexico.

Love,
TEENIE AND NANCY.

Marie Lawrence shocked us beyond words with her activities since graduation, and says:

You might be interested to know that I am getting my third divorce tomorrow (ed. note—that was some weeks back.) One problem confronts me, however, . . . what am I going to do with my 14 children. This time I am marrying a man with 8 children; so that's why I am worried about the other 14. . . .

P. S.—I am working for the Hospital Savings Association at Chapel Hill, and still living, I hope.

Peepie Harding is at home working for her father, but "not working very hard." In 1936, Peepie, Kack Harding and Lucy Bowers took a trip including all points. They took in California, Mexico, and Canada. Then Peepie adds, "I have no husbands, no children, nor any prospects."

And speaking of husbands, on April 30, in Saint Mary's Chapel, Mary Smedes Poyner married J. W. York, of Raleigh, and they are now living in their new house in Raleigh.

Martha Everett writes:

"It's a good idea, but I can't add a husband or children to your news! I finished Goucher in Baltimore last June and left immediately after graduation for three months in Paris. That was perfect, too. I'm now the office force of my brother's hosiery mill here."

Maria Savedge is again in Surry after finishing at William and Mary last year, and is working for the clerk of the court. Julia Edwards, Cat Daniel, and Tudor Trotter all finished in the same class at William and Mary.

After finishing at Saint Mary's, Hortense Jones attended W. C. of U. N. C. and received her B.S. degree and was chosen as representative of the Commercial section of the Senior Class to make the speech at Class Day. The summer after graduation, Hortense was chosen as North Carolina's sponsor to the Rhododendron Festival in Asheville. As the result of passing a Civil Service exam., she is now working in the post office at Greensboro. Hortense ends her news with "No husband, no children, no engagement, Sorry."

The marriage problem seems to be getting serious for members of '35. From Tudor Trotter we hear, "I'm staying at home—keeping house, but definitely *not* married. Planning to go to Europe the summer of '39 if it can be managed."

Margaret Darst has been making a record at the University of Georgia, and from all sides come reports of her. She entered the School of Journalism there in '36, and is a member of several honorary societies,

Delta Delta Delta Sorority, and plans to go to some campus as Episcopal Student worker.

Frances Adams is working in Burlington as a secretary to the Burlington Mills Corporation.

News of other members of the class would be more than welcomed, so send in the post card filled with all the news you can gather.

ENGAGEMENTS

Mary Taylor Hinnant, of Beaufort, to David W. Mozier, of Englewood, N. J.; the wedding to take place in September.

Lila Cummings Tucker, of Charlotte, to Erwin Laxton, of Charlotte; the wedding to take place in June.

Emily Shannon, of Camden, to Pierce Coutey, of Camden; the wedding to take place in June.

Martha Frances Thomas, of Richmond, to John Duncan Leake, of Wadesboro and Charlotte; the wedding to take place in June.

Nell Linton Smith, of Raleigh, to Francis Joseph Johnson, of Tampa, Florida; the wedding to take place in June.

MARRIAGES

Mary Smedes Poyner to James Wesley York on Saturday afternoon, the thirtieth of April, in the Saint Mary's Chapel, Raleigh.

Irma Ray Waldrop to Lloyd Hoff on Saturday, the twenty-first of May, at the Church of Our Saviour in Washington, D. C.

Isabelle Redding Clark to Augustus Oemler on Saturday, the fourteenth of May, in Saint John's Episcopal Church, Savannah, Georgia.

Mrs. Alice Cheek Sanders to Franklin Foy Edwards on Saturday, March 19, in the Chapel of Saint Mary's School in Raleigh.

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July 1938

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For this number see the
bound volume of the

Saint Mary's School

View Book

1920 - 1940

SAINT MARY'S SCHOOL BULLETIN



ALUMNAE NUMBER
1938-1939

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Saint Mary's School Bulletin

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The BULLETIN is issued quarterly in October, February, June, and July.

Articles of interest to students and alumnae are requested. Address communications to SAINT MARY'S SCHOOL BULLETIN, Saint Mary's School, Raleigh, N. C.

Entered July 3, 1905, at Raleigh, N. C., as second-class matter under act of Congress of July 16, 1894.

EDITORIAL

BRIDGING THE YEARS

With the sincere desire of presenting a better BULLETIN, the editor and staff have decided to increase the number of student contributions to a maximum and omit news items which are needless rewrites of the *Belles*. However, the new plan will include a sufficient account of school activities in the Fall Calendar and a concise description of past General Activities, in addition to the Alumnae Section. The remainder of the space will be given over entirely to student compositions—poetry, essay and the short story. It is intended that it shall thus become chiefly an outlet for the talent of the two literary societies, E. A. P. and Sigma Lambda, as well as for the Publication Staff's literary ambitions.

The desire to make this a more scholarly production which will mirror the literary talent of the school is not the only improvement which has been made. We have endeavored to make the cover more attractive by the addition of a pen and ink drawing of the front of Smedes Hall, which was done by Miss Carolyn Harris, to whom the BULLETIN is forever indebted.

MATTERS IMMEDIATE

THREADING THE SEMESTER

The ninety-seventh session of Saint Mary's opened with an unprecedented enrollment of approximately 220 resident students. . . . Everything was newly painted and shone like a new penny. . . . The Old Girl-New Girl Party was a tremendous success, what with old as well as new girls contributing their talent as well as their good humor to the occasion. . . . On October 2 Norman Cordon of the Metropolitan literally dashed into Smedes parlor and the hearts of everyone who heard him. . . . The Sigma-Mu Party of October 8 was something new and different this year. Teams from the two athletic societies played crazy games and gave the audience no end of fun with their ridiculous antics. The second part of the evening everyone danced to the latest swing tunes, heard by means of a loud speaker installed for the party. . . . This year's football games at State, Carolina, and Duke have been classics of the sport world and perhaps more to our students. . . . The Carolina Playmakers' production of "Room Service" was excellent and enjoyed by a large group from our student body. . . . The school was practically deserted the week-end of the 21-24 (October). It seems over half of the students chose the same week-end to prom-trot. . . . Miss Horn's Voice Recital was excellent. Such a beautiful voice! . . . Edna St. Vincent Millay gave readings to a crowded auditorium on October 19. They turned people away from this, her only Raleigh appearance, and afterwards the students all but mobbed the renowned poet whose personality quite charmed everyone.

FALL CALENDAR

- October 7—Room Change.
- October 8—Sigma-Mu Party.
- October 19—Edna St. Vincent Millay's Readings.
- October 31—Prints and Etchings Exhibit.
- November 19—Prints and Etchings Exhibit (second in series).
- November 21—Ballet Russe.
- December 10—Senior Dance.
- December 13—Dramatic Club—"School for Scandal."

FOOTBALL GAMES WHICH SAINT MARY'S ATTENDS

Sept. 24—University N. C. vs. Wake Forest, at Chapel Hill.
 Oct. 1—Duke vs. Davidson, at Durham.
 Oct. 1—State College vs. University N. C., at Raleigh.
 Oct. 8—University N. C. vs. Tulane, at Chapel Hill.
 Oct. 15—State College vs. Wake Forest, at Raleigh.
 Oct. 15—Duke vs. Georgia Tech, at Durham.
 Oct. 22—State College vs. Furman, at Raleigh.
 Oct. 29—University N. C. vs. Duke, at Chapel Hill.
 Nov. 5—University N. C. vs. V. P. I., at Chapel Hill.
 Nov. 12—State College vs. Detroit, at Raleigh.
 Nov. 19—State College vs. Duke, at Durham.
 Nov. 24—State College vs. Carnegie Tech, at Raleigh.
 Nov. 26—Duke vs. Pittsburgh, at Durham.
 Dec. 3—State College vs. Citadel, at Wilmington, N. C.

MUSIC DEPARTMENT

October 24—Miss Horn's Voice Recital.
 October 25—Josef and Rosina Lhevinne, recital for one and two pianos.
 December 12—Miss Haig's Piano Recital.
 Weeks of November 20, 27, and December 4—Studio Recitals (students).
 December 5—Joseph Bentonelli, Metropolitan Opera Tenor.
 Week of December 12—Auditorium Recital (students).
 (To be announced)—Mr. Jones' Organ Recital.

AN OPEN LETTER TO ALUMNÆ AND STUDENTS

As indicated in the Editorial, the Staff is trying to make the BULLETIN a better, more interesting magazine this year. Our new dress (or cover, if you will) does much, we believe, to strengthen the appeal; but the magazine must appeal to its readers from the *inside* too, and that is where you can help.

The Staff requests, fervently, that you (particularly Alumnæ!) write us your opinion of the BULLETIN, together with any suggested changes. After all, isn't it *your* magazine?

Sincerely,

VIRGINIA ALLISON, *Editor*.

THE MUSE

TAKE TWO LOOKS BEFORE YOU LEAP

"Boy, do I know a prize one! Wanta touch me?"

"Aw, what are you crowing about now?"

"All right, if you're not interested, I won't tell you."

With that Brainy whistled himself into action, very haughtily, considering the fact that he weighed a hundred and twenty pounds. When a half a block was covered, he heard the left-behinds holler, "Wait up, Brainy!"

In a very condescending manner, he stopped, and perhaps his chest did go up an inch more as he watched the others running toward him.

Speck and Toby had been serenely adorning the curb before Brainy had come up. Strangely, as he approached, they suddenly became intensely interested in something near their feet in the hope that the imposter would see that they were busy and pass on. Luck was taking a holiday, though, and his "prize" voice was heard uttering his "prize" expression, which he had not missed an opportunity to use since he had heard it in the movies a week before. Speck and Toby knew Brainy's ways and had learned from experience that there was usually nothing behind his boasts of knowing something astounding, but they called after him. He acted as though it was the real thing this time. And if he really did know something, it would never do for others to learn it before Speck and Toby, who were the ringleaders in everything.

Besides, if he did not really know a secret, or if it was not worth the time and energy they had given it, they could always knock him around a couple of miles and add that much prestige to their characters. With such thoughts, the two curb-dwellers sauntered not too eagerly towards Brainy, who was unconcernedly crooning, "I'm no millionaire, but I'm not the type to care."

"Why'd you walk off?" asked Speck reproachfully, pretending that he had not noticed Brainy's new manner. Startled for a moment, Brainy stood there with blinking eyes. Remembering, however, that he had a gem coveted by the two most popular boys in town, he started to utter some haughty phrase when Toby spoke up:

"Yeah, come on, Brainy. If there's anything important going on around here, we're the ones to tell."

Not so pleased by their style of address, the wise one backed off.

"I don't know 'bout that. Y'all wouldn't let me play football with your team yesterday."

(The power of the secret dwindled beside the hope that he might be permitted to play with the "Myers Park Panthers.")

At that Speck and Toby looked at each other. He was asking a high price; it must be good! And if it wasn't they could still beat him up.

"O. K.," growled Speck, "but quit stalling and open up."

Then it happened. Brainy clattered like a piece of paper in a high speed electric fan.

"Sh's gonna live here, too, and boy, is she a honey! I've already met her and I'm telling you, fellers (puffed up again), she's got 'em all beat—Sylvia included! And if y'all think I'm not gonna ask her to the Easter dance, you're screwed up tighter'n a pickle jar!"

He stopped there to see how his audience was taking it, 'specially the undisputed top-notch. Brainy's nose wrinkled up as a big smile crept from one freckled ear to the other. They were looking at each other again. On Speck's face there was great concern and puzzlement, brought by the thought that Brainy would not dare to say such a thing about Sylvia unless there was some brick under it. Greatly satisfied, in fact thrilled pink, Brainy walked off briskly after a casual, "I'll see you guys at the field."

Refusing to call him back a second time, the two "guys" resumed their curb adorning. After a few seconds of befuddled silence, Speck broke out: "No girl could be all he makes her out to be! (Pause.) I reckon we might as well look her over, though. She'll probably be at school tomorrow."

"Yeah, we'll see how grand she is."

Having settled all they could for the moment, the doubting Thomases parted.

The Wilson's favorite child was truly upset. His girl had to be the best one, and if this newcomer was going to put Sylvia in the dark, something would have to be done. Anyhow, he was not so crazy about Sylvia. She could be boringly silly at times.

These were Speck's last thoughts that night. But the first thing Toby said in the morning was, "Gosh, Speck, Brainy really has picked a sure thing this time! Just wait'll you see her."

Toby was not the only one that thought so, either, for all the boys—and girls, too—were talking about "that pretty new girl." Speck was rather peeved. Apparently everybody had met this new sensation, and he, SPECK WILSON, had not even seen her. His pride suffered through the ages until lunch time, when Toby dragged him over to the gate where she stood, surrounded by a group of smiling boys and girls. When Toby introduced Speck, she did not roll her eyes and trill, "Are you the Speck Wilson who is captain of the football team, and president of the senior class? as he had hoped. She only smiled a "How do you do?"

She really was pretty! She was just about the right height for Speck, too. Yes, she was all right. Her soft, blonde hair, blue eyes, and slim figure made a pleasing combination. In fact, maybe she did have Sylvia beat, after all. It all depended on her dancing. If he

could just find that out before the dance! It would have to be quick, though, because the dance was only a little over a week away. He couldn't go ahead and ask her now. He had to be sure. His date had to be the "B. D. O. T. F." Not only did she have to be the best dancer on the floor, but also the best-looking, the most poised, and the best talker.

Walking home later with Sylvia, he got the vital information. It was Sylvia who opened the subject.

"That little new girl thinks she's something. Just because she led the dances at her high school doesn't mean that she can do the same here. Hee hee! (a sophisticated giggle). She amuses me."

That was all Speck wanted to know. Whew! Wasn't he glad he hadn't asked Sylvia. She was expecting him to take her, of course, because he always had before, but he had not really asked her this time. So—— He suddenly started walking faster, and without looking at the frowning girl beside him, murmured, "Let's put some pep in it, Sylvia. I've got to hurry home."

Telephone operators were dumb bunnies. He would "have to wait until she investigated the matter." The very idea! It was her job to know everybody's number—the new ones, too. No sirree, he was not bashful. None of the other fellows would dare to ask her so soon after she had come, but they were all silly. Anyhow, had he not talked to her for fifteen minutes—not by himself, but still he was next to her all the time. Besides, it was the friendly thing to do.

The afternoon before the dance, Toby was surprised to hear Speck's whistle from the curb. As he came down the front porch steps, he could see that Speck was rubbing his right leg, and seemed restless.

"You didn't get a date for the dance, did you, Toby?" the rubbing one asked quickly.

"I told you this afternoon I was gonna' stag. Why?"

"I want you to take Cecille."

"Me take your girl? Are you sure you're feeling all right?"

"It's my leg. That fellow hit me harder than I thought this afternoon, and I'm afraid it won't stand dancing."

"But you went back in the game after that."

"I know, but it's gotten worse. You will take her, won't you, Toby?"

"Now look here, Speck. This isn't like you, hollering 'bout a little scratch. Let's get down to brass tacks."

"I tell you it's gotten worse since this afternoon. Playing on it was probably what did it. Anyhow, what business of yours is it, and if you won't take her, there's plenty of others that would give their necks to. I just asked you first 'cause I thought you were my pal."

"Well, don't get sore; I didn't mean anything!"

"Then you'll take her?"

"Sure, I'll take her. Does she know?"

"Naw, but you can tell her that my leg was too bad, and I'm in bed. Tell her how sorry I am, and that I'll be seeing her."

"O.K., but I would still like to know——"

"Will you shut up and go on in the house!"

"With pleasure! Anybody ought to be glad to get out of going with you. I never saw such a grouch box!"

"Well, you'd be to if you couldn't go."

"If you want to go so bad, why don't you hobble on and sit half of 'em out?"

"I tell you it wouldn't do!"

"Toby, you come in this house and eat your supper right this minute!"

"Coming, Mom! See you tomorrow, Speck."

As Toby disappeared inside the house, Speck, heedless of his bad leg, jumped up and breathed a sigh of relief. That was a close one, but he'd show 'em. Speck Wilson wasn't going to take any girl whose mother had to tag along!

MERRIE HAYNES.

YOUTH SPEAKS: AGE REPLIES

Youth speaks:

I am a wild thing caged,
 Chained! Chained here with my extreme youth
 And so-called inexperience.
 These fetters are rusting! My growing strength
 Is eating them away.
 One quick lunge, and they would fall aside,
 Broken, useless, gone.
 It is now, now, that I crave my freedom—
 Now while my soul soars high and the flame in me is bright.

Age replies:

Be still a little longer, foolish owlet;
 Weak your fetters are, but not yet broken.
 The flame in you has not yet reached its height.
 How glad, how grateful you shall be tomorrow
 That you did not try too soon your youthful wings,
 And so crash like a meteor to earth!

NANCY MURCHISON.

THEY SAID TO LOVE

Two incredibly short months before, Peter had carried Margaret over the threshold of their apartment as they pretended to themselves that it was the traditional white cottage with hollyhocks and a picket fence.

He had set his lovely burden down carefully and laughed, but hushed to hear Margaret, too excited to give voice, whisper, "Dearest Mr. Gardner, I do love you so terribly."

"And I love you, my own Mrs. Gardner, for always"—Margaret had repeated as if the words were her life—"for always."

Here thoughts of the present crashed in upon her, delving into her very soul. For a split second she had forgotten that Peter was now far away—ever so far, and he wouldn't be back. Her Peter couldn't come back. They had taken him away, her beloved—Peter!

And they were taking every remembrance of him—his every love and thought and deed—the furniture they had chosen together, the pictures they had hung, the books they had stacked together in the shelf by the fireplace—all these things were being moved away. Margaret was going, too. She didn't know where. Anywhere, to get away and try to forget, though she knew she never would, never could! For a moment she hated the strange new couple who were moving into the apartment. She hated them with a vengeance. She hated everything, life itself—without Peter. Then, suddenly, she knew she didn't hate anything—never had—but she was so tired, and her heart was breaking.

As she wandered aimlessly through the rooms which suggested only coldness and loneliness now, she felt she couldn't stand the mockery and jeers that the gay chintz chair, that had been Peter's, flung at her, and so it was with the books they had planned to read together, the dishes they had used those first few meals.

Margaret's thoughts ran ahead, faster and more furiously, and every detail of the last week flashed across her mind. They had had a tasty lunch together, both so happy and loving, both so confident of a long, incomparably beautiful future together. Among other things Margaret had admired with pride for the "nth" time the initial "G" engraved on her silver. And Peter had laughed at her genuine delight of it, Margaret joining him. They laughed together and Peter had taken her in his arms and begun—"My beloved"—as he spied the clock and realized he had to get back to the office. He'd kissed her a peck and was gone gayly, planning already to stop on the way home that night and buy violets from the little old woman on the corner. It was the season now and Margaret loved violets.

Once again Margaret was shocked with the realization of the present. She couldn't bear it, and leaned her head back against the gay chintz chair and shut her burning eyes and tried to ease her aching heart with tears. She was so desperately tired and so alone. Blinded, she swept a newspaper aside, out of her reach, a newspaper dated five days before, which bore an account of the death of Peter A. Gardner, 26, due to an accident which occurred at the intersection of Mallard and Smith Streets when a fire engine had careened into Mr. Gardner's car.

One tear and another and another dropped on a withered bouquet of violets.

AYLETT PUTNEY.

EVIDENCE OF THINGS NOT SEEN

A baby falls and hurts her little knee
And runs to Mother for the healing kiss,
And trusts that Mother's word will make her well:
Youth's faith is this.

A young wife looks into her husband's eye,
Sees there fulfilled in happy synthesis
Her eager dreams, and gives to him her all:
Love's faith is this.

An aged woman lies upon her bed.
Her face is full of peace and holy bliss;
She trusts her Saviour to receive her soon:
Life's faith is this.

ELIZABETH HUNTER.

OLD BOOKS

After the last mourning relative had left and the house was quiet again, I fell to musing in the old library. Judge Vincent had loved and cherished old books, and so did I. Often we had talked together about them, seated there on the brown sofa, and as I sat there, alone, on the afternoon of his funeral, I thought again of what he had told me on a winter afternoon years ago.

"My boy," he said, "never run from an old book. It will carry you far. The leaves may be yellow and the cover wrinkled and stained, but there you will find knowledge; there's a sense of security in an old book, too. Old books are solid, having lasted through the years, and are peaceful, for they have ripened."

"Look there," he said, and pointed to where a slice of sunset was cut by the deep casement and fell on a wall of poetry, "there is romance of magic power bound in that dull leather. Romance, adventure, sorrow and joy—all growing younger through the years. Always have poetry in your life, my son, and you will never fail. Here's a stain on this old volume of philosophy that was my grandfather's, perhaps a wine stain, or maybe rain. Who knows? For philosophy travels far."

"What a field for imagination is a shelf of old books! Take this, for example, a child's picture book. It's stained, too, a cup of milk—perhaps—or a mother's tears after the child is gone. Think, boy, think of the life you can find in one of these volumes. Think of all they can teach you, and never part with one. Always have a place in your library for old books, son, and never forget them—those volumes of philosophy and prose, those volumes of history and religion—that tell of the life that was."

MARY KISTLER.

BOOMERANG

In the hotel lobby a page-boy slapped stickers on to a couple of travel-worn suitcases and hurried behind their owner, who was helping his wife into a taxi at the curb at the colored porter's hail. From the depths of a leather armchair a man watched them drive away. His companion noticed his interest and lowered his newspaper inquiringly.

"It certainly was a peculiar affair," said Harvey at last. "I think nobody quite understood what happened; I know nobody could have proved anything anyway."

He paused, and the other man waited expectantly while he lit a cigarette.

"Nearly ten days ago," continued Harvey, "Anderson and his wife came to this hotel. Nobody noticed them particularly, except perhaps to comment on Anderson's good bridge technique, or his wife's pretty face; but even the casual interest accorded to newcomers lapsed as they settled into the routine of the resort.

"A week later the management sent them the hotel bill with the breakfast mail. Anderson paid a deposit and signed a check for the balance."

"That night I met Anderson in the coffee-lounge. We entered into our usual desultory conversation, but I noticed in the man a strange tension, unusual in one so habitually poised. The strain gradually became so unnatural that I asked him bluntly what was wrong.

"My wife," he said; "today was her birthday, and I bought her a pearl. She had an emotional upset."

"I answered that most women reacted emotionally to jewelry."

"You don't understand," he said; "she wanted an emerald."

"We both smoked silently for a while, he pondering ostensibly on the perversity of women, and I wondering what his real thoughts were. Men of his reserved nature do not mention personal trivialities without reason. I waited.

"It was an exquisite pearl, with the purest orient I have known. I knew it was a valuable jewel the moment it was in the palm of my hand. No woman but would have given anything to own it, and I wondered why it was that the man lied to sell it.

"It's yours for a hundred dollars," he told me. I stared at him. "I know one thousand is inadequate," he said quietly, "but you can have it for a hundred."

"Later that night I went to Mr. Bennett, the hotel manager. We phoned Carter's, the leading jeweler in the city, and inquired about Anderson's purchase. Mr. Carter said that he had taken Anderson's resident hotel as sufficient evidence as to his client's respectability, and the validity of his checks. Mr. Bennett at once wired Anderson's bank. It was a bank holiday, and no communications were possible that week-end.

"Mr. Bennett was not surprised when Anderson left word at the reception desk next morning that he was checking out that night. He called the police.

"Anderson spent an uncomfortable week-end in the city jail. His discomfort was insignificant compared with the trial that we were later submitted to. For his bank manager vouched for the validity of his checks; and the next day Anderson's lawyer charged us with libel."

Harvey paused, and thoughtfully uncreased his newspaper.

"I think I am the only man in the case who suspects the outcome of the affair as being the intended result of a deliberate plan. I only know that Anderson made good money on that libel suit. And Mrs. Anderson's pearl ring is very much admired."

IDA MARY TURNER.

MARIE

He was too young to have to go into that hell of noise and death, and she was too young to have to part from him. Their love was still very new and precious; they had found it only a month ago. It had not been spring; they had not needed that. It was autumn, so late in autumn that there were only a few worn leaves floating down the Seine. Their rather faded hues were the only touch of color in that dreary November day. Marie and Henri had been strolling beside the river, which had seemed a friend aiding their conversation. They had stopped to sit on one of the benches. Marie had admired Henri's uniform; it was very new, and it seemed to be a symbol of his new-found manhood. With that uniform he had taken on an air of dignity and confidence. His shoulders were squarer and the corners of his mouth were set in a determined line. He was not afraid; he was young; life was just beginning.

"It is beautiful, Henri! All those shiny brass buttons hurt my eyes; you keep them so clean. Your cap is very becoming, too." She had turned her small head with its crown of dark hair from one side to the other, admiring each detail of the uniform.

"I know, Marie. It is beautiful. It means, though, that I might have to go to war at any time. I'm in the army, you know. This isn't a game; it's deadly serious." It was his new-found sense of responsibility and determination speaking.

Marie's eyes sobered for only a minute; then they laughed into his again. "Oh, you won't be called for months yet. Why, you've just enlisted, and there are hundreds of men ahead of you. They won't need you ever, maybe."

"Oh, but I'm afraid they will. That is why I want to tell you that I love you, Marie." And suddenly he was unrolling the scroll of his heart. They needed neither moon nor spring; all they needed was each

other. Their walk home was punctuated by tiny jokes and laughter about foolish, intimate things. It was a beautiful day, one to dream about and around which to plan.

Now a month, just a month later, Henri had come to tell her that he had been called. All their silly little jokes about his enlistment were exploded. Henri had to go to war. They left the city and hurried to the river. Then they walked slowly along its banks, seldom speaking. Engrossed in the tragedy that had overtaken them, they were unconsciously being brave and heroic; neither said anything bitter or complaining. They accepted their fate without questioning; this was France during the war when youth was stolid and unflinching. They had both been prepared for this, but they had not expected it to come so soon. Occasionally Henri would break the silence to point out an interesting sight, or merely to speak to her. He wanted her to talk to him, for her voice with its suggestion of laughter reassured him, gave him the strength he needed for this parting. When they reached Marie's house, she said, in a voice that was kept cheerful and gay, "Henri, dear, take care of yourself. I pray that you will be safe. Write me often, and remember that I love you."

She clung to him a moment, and then ran into the house, leaving him standing alone on the steps. He could hear the faint cough that was so peculiarly her own dying in the distance.

The next month was, for Henri, a chaos of noise and hurry. The small, dirty train that overflowed with soldiers was the first of a series of pictures which flashed on the screen of his life. His arrival at the front was only one more day in his crowded, hurried life.

The screams of shells became as familiar to him as the shouts of his brothers' playing had been in Paris. The days fell in their pattern monotonously, always in the same way. One day out of every week, the day he received Marie's letter, would be brightened and set apart from all the others into its own niche. He lived for those days; they made all the others a blur.

Her letters were always bright, cheery things with scraps of news about her family and the neighbors sent to make him seem closer to her. They were always intimate, conversational. The letters gave Henri's life reason and purpose. They were, to him, the only sane things in a world gone mad. The frenzy of everyone around him only made Marie's letters more calming to Henri. To him they became life and hope. Through her letters, Marie sent her personality, the personality which Henri needed to carry him through the trying days of war. Those days which were marked with a red circle on the calendar in Henri's mind, the days when Marie's letters came, were the only reason for existence. Her letters were regular, too. She did not miss one week for more than a year.

One week, however, about a year and a half after he left her, Henri did not receive a letter from Marie. The day which was usually the

only bright one in a progression of gray days, became more than gray. It was black, deep, brooding, melancholy black. When a letter did not come the second week, Henri's life became unspeakably horrible. He did not discuss the matter with any of the men in his company, even when they teased him about not getting his weekly letters. But to himself he thought, "She doesn't really love me; maybe she never did. She's probably fascinated by one of those American doughboys. But why does Marie, of all people, have to be fickle? I thought that she really loved me." He tortured himself with a hundred such thoughts, but at the bottom of his heart lay a hope that he would receive a letter explaining the whole situation. This hope flared into a definite thing when, the third week, he received a letter addressed in Marie's spidery writing. Eagerly he broke open the letter:

"Dear Henri: I have found, suddenly, that I don't love you. Our love was such a childish, shallow thing that I'm wondering now if either of us even really believed in it. I shall like you always, but our's did not have the elements that make a love lasting. Now I have met a man with whom I am deeply in love in an adult, reasonable way. You will meet someone for whom you will have the same feeling; I'm sure you will. Please, Henri, understand me and my position if you can. I'm sure that you will come to feel the same way soon. Marie."

That was all. No more was needed. Henri's dreams became jokes. From that moment, his life became a vague, uncertain thing, something with which to play. He did not realize at the moment what he was doing until one of the Americans stationed with his company said, "Whasa' matter, Buddy? Yer best girl kicked you? Don't let that get you down. When you get as much experience as I have, you'll be able to take a kick standing up without batting an eyelash. Come on, snap out of it, Pal. Gosh, she must be a hon' for it to get you this much. No girl's worth it, even yours," glancing at the signature on the letter, "Even your Marie. Why, there's millions of Maries in Paris. Come on and have a drink of that dirty cognac someone sent us to celebrate with. I don't know what we're supposed to be celebrating, but I'm glad to do it." Henri moved off with the doughboy, still clutching the blue sheet of paper.

Henri Corday became the most daring soldier in the thirty-seventh regiment. He would do anything, no matter what the risk. It seemed that he did not care what became of his life. His fame spread and the officers at their mess shook their heads over the foolish boy. The dangers that he faced seemed to be braved, not for glory, but with an indifference to life that amazed his companions. "Henri," they would explain, "is not trying to win medals. He just doesn't care. They give the medals to him even if he isn't trying to win them. He has quite a collection now."

In spite of his daring exploits, Henri came through the war unharmed. Perhaps it was his indifference to life which protected him, for it seemed that the soldiers most eager for life were the ones killed. When, after the armistice was signed, Henri returned to his family, there was much rejoicing. Henri, however, never joined them in their hilarity and merry-making, but watched them with a quiet, rather sad smile on his face. One of his sisters suddenly decided that she knew where his trouble lay. Therefore, she went to Henri and said, "You must be upset about Marie Oury's dying. You used to like her a lot, didn't you?"

Henri turned to her, stricken, "Dead, Marie dead?" he repeated slowly, questioningly.

"Why, yes. Of course, I thought that you knew it. She died about six months before you came home. She had tuberculosis and knew she was dying for some time. It was very sad."

With a dawning look of understanding on his stricken face, Henri turned from the curious eyes of his sister.

HELEN JEAN FARMER.

UNSEEING EYES

How blind we are! An adventurous world lies in front of our eyes, a world of grand achievements, of gayety, and of tragedy—awaiting the penetration of our vision. But all too often our eyes fail to behold it. Though someone once said, "Our eyes are the mirrors of our soul," I like to think of them as much more than that. Not only should they mirror the spiritual self, but acting as a neutral agent, they should bring to us the great panorama of our world, images of the present, awaiting transmutation from sheer imagery into vivid meanings, searching for the drama of the present, the past, and the future.

In what way do we fail to perceive the deep and true significance of the things we see? Why are we so frequently limited to our physical horizons?

As we look through life's plate glass windows—the windows of our homes, our schoolrooms, the rushing train, the moving automobile—there moves into the range of our vision a cavalcade of American life, candid camera shots of America's yesterday and the day before. Stretching before our eyes we see the land where our forefathers fought and died to leave to us a free nation. We see the forests from which our pioneering ancestors wrought great industries, which modern science perfected to bring to us the materials for the homes, the wagons, and the plow-shares, so essential to our national life. We see our farm lands—row on row of corn, fields of wheat, grasslands for grazing, into which has gone the energy of millions of lives. We see more than that, too. We see American family life at work and at play.

But as our eyes rove the present, we see but little, if we do not also recall the past and try to glimpse the future, if we do not pry deep into the significance of what our eyes bring, visually, into our minds, if we do not live, in those fleeting moments, the drama and the thrill of the glory of the past and the adventure of the future. Only in that way will our eyes become "seeing eyes."

BETTY BRANDT.

RONNIE

She held the letter listlessly in trembling hands. There was no hope, none at all. Her darling Ronnie, whom she had coddled as a baby, petted as a child, and humored as a youth, was beyond her help now.

Only a few days ago she had watched him venture with uncertain steps across the nursery and reach two chubby arms toward the colorful toys she held. A few years later he had ignored a bright, new set of wooden soldiers to become intrigued with a few odd bits of broken crayons. Hour after hour he had entertained himself by scrawling unintelligible designs in his tablets and books with this fascinating, newly discovered toy. When he was a little older he had neglected his lessons to sketch and to paint at every opportunity. When he was still young he had begun rising early to have more time to struggle with some composition designated as his own by an individual technique and a unique skill of rise of the forceful line. He sought no praise and needed no encouragement, but quietly placed the finished products of his industry and inspiration aside so he could begin anew.

At first she thought his drawing was merely a childish whim which would soon be forgotten. But Ronnie was persistent; and by the time he had entered high school, she could no longer deny that his paintings had feeling and depth. Although the forms were not exact and the compositions were far from faultless, time and tedious practice would eliminate these imperfections. Ronnie would be a great artist. She felt it; she knew it!

Now this dream was gone. Why should those marching feet beat their endless rhythm in her head? Why did each bullet force its burning way through her consciousness, poisonous gases envelop and smother her happiness?

She could hardly believe it. Even after she had read the letter again and again. She could see even now his eyes sparkling with delight as he carefully scrutinized an old masterpiece. His brown eyes, filled with admiration, hope, and determination to save some of this beauty for future generations, as he gazed at mountain sunsets, a tempestuous ocean, or a fragile flower.

It had been a nightmare to realize that instead of loveliness and beauty, he had been forced to watch the horror and ugliness of war.

Men gasping for breath, falling limp to the muddy ground, grasping their muskets tighter as blood gushed from ghastly wounds, rarely being able to leave filthy dugouts, drowning their sorrows and forgetting the hideousness in momentary drunken stupors—all that was the actuality of war. There was no cheering crowd, no inspiring music, no colorful parade.

Realizing that Ronnie was over there had been horrible, but now she wished he could see the ugliness and horror. Dead? No, Ronnie was alive, but he would never again enjoy the beauty of a finished canvas. Ronnie, *her* Ronnie was blind.

MARTHA LEWIS.

SUN-BATHING

I love the sunlight, I love the sea. I love to stretch my tense body on the sand, to submit to the temporary death of my personality, to the sensuous surge of latent animalism that rises in me beyond control or desire for control. The sand crumbles beneath me, curls around me, penetrates me with its sun-drenched warmth. It is marble dust, and its sea-scented powder dims the atmosphere, so that everything is mellowed by an enchanting haze. A slow sultry wind deposits it on my bared body, powdering my nose and warming my throat. A remnant is in my hands, and through drowsy lids I sense its burning comfort, and the resin-laden scent of a green pine needle in it. The surge of the waves vibrates through me; their thunder pains my heart. It gives birth to a wild desire for tears, the result of an alternate sense of poignant peace and restless hunger.

Gradually the sunrays penetrate into my heart, transforming the world into a golden haze and leaving me tired, calm, and empty of emotion. That is the way I want to die. But not yet, and not alone, I think vaguely, and drowsily surrender my hand to the friendly clasp of another, more sunburned hand. I close my eyes, and purr, and sleep.

I am happy.

IDA MARY TURNER.

MEDITATION

She thanked God for the little things—
The little things, yet not unimportant things.
Alone, placid, penitent, she bowed her head,
Folded trembling hands over a humble heart and said,
"Thank you, God, for every joy of living—
For little things, God, I make thanksgiving."

VIRGINIA ALLISON.

"HAVE YOU HEARD——?"

A very evident characteristic peculiar to humanity is the strong desire to be well informed, not on world affairs, but on the affairs of those who live in the local community. A battle might be fought and a nation conquered, but the fact that Mary was seen with a stranger is much more important than that to the average person. The bloody victory of a powerful army seems distant and inconsequential compared to the latest love affair between an old friend and a handsome gentleman.

An ordinary citizen, Mr. Brown, will read the morning news; and after commenting, "We'll be involved in a war before long," he forgets it and goes about his business. But, if, over the breakfast coffee, he tells his wife that he saw Mary down town with a rather nice-looking stranger, you can be sure that he has given fuel to an ever-burning fire. Immediately his wife wants to know the detailed appearance of the stranger and what the two were doing. After assembling a few facts upon which to base her story, she uses her imagination to complete the story and rushes to tell her neighbor. It would be a major calamity if someone else were the first to inform her neighbor of the latest news.

She, an average gossip, soothes her conscience by warning her friend, "—and be sure not to tell a soul." To each retelling of the story this simple warning is attached and grows to be merely a part of the formula.

As the usual day's experience of seeing a friend is told and retold, the main original facts are lost in the simple assumption of unknown facts. Who the young man was her husband did not know, but Mrs. Brown cannot leave out this important detail and must supply the assumed fact that he, desperately in love with Mary, traveled many miles to see her. To add to the romantic side of her story, the teller sees no harm in describing him as a second Clark Gable. Thus the essential facts are forgotten, and the story obtains a great deal of public appeal.

The reaction in general to the different types of rumors and gossip is varied. One who hears about an improbable situation will promptly pass it on with a casual, "Isn't that ridiculous?" or "Have you ever heard of such a thing?" and forget it. A pleasant story usually merits merely, "I think that is wonderful!" but malicious gossip is universally accepted with enthusiasm. There seems to be nothing as interesting to a human being as the latest bit of scandal.

Gossip, rumor, and scandal provide the topics of many light and incidental conversations. It would be a rare occasion if, during the course of the day's idle chatter, Mr. Brown's casual comment had not grown to "Have you heard that Mary is secretly married to a foreigner?" Thus a day passes, a rumor is spread, and a reputation is built or broken by the conversations that are punctuated regularly with "Have you heard?"

MARTHA LEWIS.

MARIE

A naive girl, capricious, proud,
Of the Hapsburgian line,
With beauty, charm, and birth endowed—
Marie of Austria.

A lovely lady, lavish, vain,
Unscrupulous, and gay,
Who played to kill a secret pain—
The Queen Marie of France.

A simple woman, loved by one,
Denied her love for him,
Another—with her task well done—
Marie Antoinette.

A simple wife, her good unknown
To those who killed her then,
A valiant soul, who fought alone—
Marie the martyred one.

ELIZABETH HUNTER.

ON NOISY RADIATORS

How many times have you been awakened early in the morning by a horrible clanking noise? A noise that vibrates and revibrates through your room, tears at your nerves, and in general gives you the feeling that the house is going to fall about your ears. That, my friends, is the noise made by the radiators.

The authorities found out that fire-drills in the middle of the night and tests on Mondays didn't worry us. They decided that there are too many ways of evading closed week-ends for those to really faze us. They came to the conclusion that getting up at seven o'clock is not quite enough to keep our spirits down all day. So, they devised noisy radiators as a special form of torture for Saint Mary's girls. Not only does this noise wake us in the early hours, but it follows us around the whole day. During the morning classes those demoniacal machines chuckle in malicious glee over the trouble they caused before the rising bell, and as certain as we have a test, they manage to steam and rumble, and to make such a din that no one in the class can think. Then after a hard day's work, we crawl into bed, close our eyes, and hope and pray for sleep to come quickly. But are those radiators quiet? Do they show any respect for two hundred and fifty tired girls, who want to rest? No! They gasp and moan, like a dying person reaching for one last breath of air. Even after their unearthly noise has stopped, sleep is impossible until we have composed our minds.

Early this morning, I was awakened by a loud clanging and knocking. "The radiators," I thought. I turned over to wait for the steaming pipes to stop so that I could go back to sleep. But the racket went on. I burrowed deeper into the pillow in an attempt to close out the noise. But all was in vain, for that knocking pursued me wherever I went. Finally, in disgust, I gave up all thoughts of sleep and composed the following jingle, which I hope some kind soul will write on my tombstone:

Here lies one who died quite young,
Leaving all this earthly pain.
Not some sudden illness took her life,
But noisy pipes drove her insane.

MARY SUE NEWELL.

RAIN AT NIGHT

Tapping at my window merrily,
Pattering on the roofs,
Sounding somehow like a myriad
Tiny horses' hoofs—
Falling in elusive melody
Pleasant to the ear—
Rain, you lend an indefinable
Silver sort of cheer!

MARY WILLIS DOUTHAT.

SOAP, DOUGH, AND PATENT LEATHER CATS

Everyone's life is more interesting than mine. When I think of my childhood (or the earlier years of my life, since I'm only a young woman of fourteen) this seems especially true. I've heard Pattie and Jane and Charlie tell of the most thrilling things that happened to them when they were small. Just this morning when Miss Parks told our class to write autobiographies, Graeme said, "Oh, that's gonna be easy; I can tell 'bout the time the pony kicked me, and 'bout the time I 'most fell off the ferry boat, and . . .;" but nothing like that ever happens to me. It's always to somebody else. Even my old dog has had some excitement in his life. If he had to write his autobiography, he could say that he has been run over by a hit-and-run driver, a motorcycle, and by mother. He could say, too, that he once ate some poisoned food and had to stay in the dog hospital two weeks. But I've never eaten poisoned food and had to go to a dog hospital.

The only things I can remember about my childhood are dough, soap, stuffed toy cats, cornstarch, rouge, and hair; but I certainly couldn't

write about them. What if I should have to read my paper aloud? I would be embarrassed to stand up there and tell everybody that when I was little I used to feast on Woodbury's soap and doughballs that had hardened for days in my drawer, or that I always slept with a black patent leather cat, or that I used to take boxes of cornstarch (you know the red and white box with a picture on it of an Indian holding an ear of corn?) for me and Marion to eat, or that I used to put rouge on my cheeks every afternoon when I took a nap because mother wouldn't let me get up till my cheeks were rosy from sleep, or that I used to plant little bunches of my hair in the fern box so that it would grow like corn silk. That would be terrible! But I can't think of anything else, except the time the electric lamp blew up. That wouldn't be very interesting to tell, though. I was just sitting on the couch in the living room eating dough and looking at pictures in *The National Geographic* (I called it reading) when something happened to the current, and the lamp right beside me flamed up to the ceiling. I didn't know enough to move, and when mother came back after turning off the current, there I sat, still in the same spot. I wasn't burned at all—so that wouldn't do.

Oh, I know something that might be good to tell about; the time I ran away from home! It wasn't really very thrilling. I only packed my dolls and went next door to Mrs. Rankin's. Besides, I went home in about an hour. But I don't think I'll write that, because Harry's in that class and he might think I'm silly.

It's bad when a person has never done anything exciting or anything that he would not be ashamed to tell. I bet Miss Parks doesn't know that her simple little assignment has made me turn into a philosopher, and realize that in all these fourteen years I've done nothing interesting, nothing important. I might even get a severe inferiority complex and all because she told us to write autobiographies for our tomorrow's home work. Here I've reviewed my whole past life, and the only things I can remember, the only things that stand out are things like soap, dough, and patent leather cats.

MERRIE HAYNES.

THE WATCH

Far away there's a hill that I know,
Crowned majestically by a beautiful tree—
Some scrubby, dwarfed, unshapely thing
Bent by time's heavy burdening.

Tangled, scrawny branches form a silhouette
Against a threatening black sky.
Thunder crashes and lightning menaces—
The sentinel stands fearless of Nemesis.

VIRGINIA ALLISON.

FOREVER AND EVER INTO ETERNITY

The audience was quiet. Their attention was focused on the lone figure, standing majestically yet tragically there on the dimly lighted stage. Against the deep crimson folds of the velvet background a man was silhouetted by a cold white spotlight.

Margo had seen the play many times before; but somehow she felt that this was different. The words pierced her thoughts and she was aware of a new meaning and strength behind each one. Allan March was giving the tragic figure of Hamlet his very soul; even Shakespeare would have marveled at this performance. For months Allan had said the well-known lines with such feeling and comprehension that the critics, except the cynical Ellis, had acclaimed him as a new dramatic find; but tonight Hamlet, not an actor, was there before the public.

She held her breath as Allan—her Allan—began his favorite speech:

“To be or not to be; that is the question:—
Whether 'tis nobler in the mind to suffer
The slings and arrows of outrageous fortune;
Or to take arms against a sea of troubles,
And by opposing end them?—”

There was a depth to his interpretation that he had not had a week ago.

“To die,—to sleep,—
No more: and, by a sleep, to say we end
The heart-ache, and the thousand natural shocks
That flesh is heir to,—'tis a consummation
Devoutly to be wished.”

Why did he put such force behind these words? Was something wrong? Had he been told that the play was to close? No matter what the reason, he would never be forgotten by those in the theatre tonight.

“To die,—to sleep:—
To sleep! perchance to dream:—ay, there's the rub;
For in the—sleep—of—death . . .”

He fell and lay there, a lifeless heap. The curtains closed to hide the truth from those who had not guessed it; but she knew—Margo knew that there was no need for silent prayers or hysterical tears. They would do no good, for Allan March, a few moments ago alive, young, strong, was dead; and she, Margo, was already desperately lonely.

The manager came out and made an announcement. A murmur rose from the crowd. Several curious individuals were asking the ushers what had happened; but they said nothing except the customary phases.

"Mr. March is indisposed." "The performance will continue in a moment with his understudy."

After going backstage and having her fears confirmed, Margo slipped quietly down the carpeted stairs and out into the street. She knew that she would have to face the usual arrangements very soon, but for the moment she wanted to think things out for herself.

It seemed only a few days ago that she had watched Allan struggling over the lines of his first New York play; but he had been only twenty then. She had climbed the three flights of dusty steps to the attic which was his home. The door had cracked on its rusty hinges and announced her arrival to the studious young gentleman.

"Margo, is it really you?" He had rushed toward her, dropping the manuscript which he held in his strong hands. He stopped suddenly. "But, no, I must be dignified now. We gentlemen of the stage have a certain standard to uphold." With mock actions he began, "Miss Leeds, will you kindly have a seat upon yon settee?"

"With pleasure, sire. And when might I procure an interview with Mr. March? I wish to speak with him about a detail in his biography."

He forgot his momentary pose, overcome by enthusiasm. "And you'll write, Margo, dear. No one will be able to stop me now. No one. I have my chance; and that's all I need." He sat beside her, and every word he said was filled with the determination of youth. She loved this man, though never sure whether he would laugh at her feminine point of view when she bought a crazy hat, or argue violently at her lack of understanding when she refused to marry him. He was a sea of emotions and moods. At any moment dark clouds of despair might cover the sun, and the waters would be tossed about by energetic winds.

"Could you tell me, perhaps, Mr. March, when, where, and why you have begun your career in the theatre? After all, darling, I haven't the slightest idea who has finally discovered the genius I have been trying so long to hide from the public."

"Why, of course—how utterly stupid of me. Well, angel, sit down there, and get ready for the biggest surprise of your life. I, Allan March III, am now one of the distinguished members of the cast of *Magic and Madness*. It goes into rehearsal tomorrow at nine; and I have a part that will make the world remember me forever and ever into eternity. Three whole lines! You'll be there on the opening night, won't you, darling? If not, I'll go tell the casting director that he'll have to find a new 'Eddie' for his production."

"I'll not only be there, stupid; I'll rub a rabbit's foot, I'll cross my fingers, and do anything else you want me to. And then the minute the play is over I'll go out and tell the world 'I knew him when.'"

"Margo?"

"Yes?"

"Margo, pinch me to see if I'm awake; and if I am, marry me."

"And ruin a budding artist's career? I promise you that the minute Raymond Ellis gives you a favorable criticism in his column, you can buy the license."

They had talked of the day when she would be Mrs. March, the wife of the famous actor. Later as he walked home with her, Allan said, "Someday, I'll tell my grandchildren that their grandfather was a success on the stage only because their grandmother was such a stubborn and hard-hearted woman."

A month or two later, she has climbed an even dustier flight of stairs and, opening the door, had found him quiet, sitting dejectedly in the window. Seeing her, he smiled, as if his life had entered the room when she did.

"Margo, come sit over here and cheer me up. I've been wanting to see you, but was afraid I'd bore you with my troubles. You always come when I need you most. I don't think I could live without you; you're my guardian angel."

"Allan, I had a reason for coming today. I have to tell you something. Do you mind terribly if I'm awfully feminine? I feel as if I am going to cry a little."

"But, darling, what's wrong?" He went to her and held her gently as though she were a child crying over a broken doll.

A few minutes later she looked at him and smiled. The tears were still on her cheeks; and made Allan love her more than ever.

"I didn't know I was going to be such a baby."

He took his handkerchief and clumsily wiped her eyes. Then he asked her again, "What's happened, Margo? Tell me, will you?"

"I got a telegram from dad this morning. Mother died at ten o'clock last night, and he wants me to come. He's all alone now, and I'll have to stay there with him; so this is 'Good-bye,' Allan. I'm leaving on the afternoon train and I probably won't see you for a long time."

"But, Margo—"

"Darling, I have to go. He needs me more than you do, and though I want to stay here with you, my happiness doesn't matter now. You understand, don't you?"

"Yes, I'm afraid I do." He kissed her gently just before she smiled bravely and ran down the steps.

She had stayed with her father for nearly six years, until his death, caused by a severe case of pneumonia. During all that time she had heard from Allan only once. It had been a short letter, pathetic in its attempt at cheerfulness. If she ever came back to New York, she was to let him know immediately; and if there was anything he could do, she was to let him do it. That was all.

She had entered the same old boarding house quivering with excitement and fear. She had been in town two days before she had decided to come and look for him. Would he be married? Had he moved?

Would he be glad to see her or would he dislike to have the past brought up again? Afraid that she would lose her nerve, she ran quickly up to his room and knocked.

"Who's there?" It was his voice.

"This is Margo Leeds. May I come in?" Her voice trembled, and she hoped that he had not noticed it.

"Margo!!" That was all he said when he flung the door open, yet immediately she knew that everything was all right.

A few days later, they had been married; and Allan with renewed energy began haunting the producers' offices. While Margo had been gone, bad luck had dulled his ambition; but now her faith in his ability made him want to top the mighty heap of actors.

"Lovely one! I've done it. I'm made. Get your pencil and paper and begin that biography."

"Allan, what is it? Have you a real part, darling? Is it a good play?"

"Darling, you are the wife of a Shakespearean actor. I'm going to play Hamlet. It may not last, but I think it will. With you to pray for me—"

"How did it happen? When? Tell me all about it."

"My, what a curious woman you are!"

"Now is no time to tease, Allan March. Tell me."

"I was calmly waiting to see Nathan Randolph about a minor role in 'Hamlet' when he came out and offered me the lead. There had been some mix-up with a temperamental star; and Mr. Randolph had to have an actor right away. I was the nearest one; I knew the lines. In twenty minutes the contract was signed. I can hardly realize it, but it's true. Here's a copy of the contract."

That had been in September. Now, in March, she was alone, Allan was dead.

She went into an "open all night" restaurant and stayed there for a long time, thinking. The waiters watched her curiously, for she was not the type of young lady who would be alone.

It was growing light when she finally started home. She passed a paper boy.

"Morning paper, miss?"

"Yes. Thank you." Mechanically she paid him.

Entering the dark apartment she felt the loneliness of all the years she would have to live without Allan rush to meet her. She pulled off her hat and dropped it in a chair.

Without knowing why, she began turning the pages of the newspaper. Suddenly she saw Raymond Ellis' column.

"Tonight, I witnessed the most outstanding performance of *Hamlet* ever seen on the modern stage. An inspired young actor gave his final contribution to the theatre, as he brought a Shakespearean character to

life. The author of the play would agree with me, I think, on the superiority of this theatrical production of the world's most famous tragedy.

"Halted by his untimely death, in the middle of the tragedians' favorite soliloquy, Allan March had made an impression on the theatrical world that will never be forgotten."

Margo dropped the paper listlessly and gazed out into the gray morning. Allan was dead, but he still lived in the thoughts of many. Ellis had praised him.

"Allan, darling, '—forever and ever into eternity.'"

MARTHA LEWIS.

ALUMNÆ

BRIEF SKETCHES ON THE LIVES OF THE REVEREND THEODORE DuBOSE BRATTON AND THE REVEREND MacNEELY DuBOSE

By MINNIE BURGWIN LONG

Rev. Theodore DuBose Bratton

In the autumn of 1899 the Rev. Theodore DuBose Bratton assumed charge of Saint Mary's. He was assisted by Miss Emilie McVea as Lady Principal and Mrs. Bratton as School Mother. With the opening of Saint Mary's in September there were 75 students, the largest number ever to be registered (up to that time) in the history of the school. Dr. Bratton (as he was called) was not new in school work, having been a professor in Converse College, Spartanburg, S. C., during his years as Rector of the Church of the Advent in that city. Prior to Dr. Bratton's rectorship a part of the second floor of the Main Building had been used as the home of the Smedes family and a part as the "Sick Room," and room for the resident nurse in charge. The Rectory was built during Dr. Bratton's time and two of his children were born there.

The Infirmary (which burned in 1904) was built, and also Senior Hall.

In the spring of 1903, when Dr. Bratton was elected Bishop of Mississippi, he resigned as Rector of Saint Mary's at the end of school in June, 1903. Never was a rector more beloved or his memory held more dear by the girls who were fortunate enough to have been under his guidance. His influence will long be felt by the Saint Mary's girls of 1899 to 1903.

Rev. MacNeely DuBose

The Rev. MacNeely DuBose, Rector of Trinity Church, Asheville, became Rector of Saint Mary's in the autumn of 1903 and continued in charge of the school until 1907, at that time becoming Rector of Grace Church, Morganton. During his rectorship the present Infirmary was built, the Chapel was entirely rebuilt through the efforts of the alumnæ, and beautified by many memorials, one of them being a Bishop's Chair in thankful memory of Bishop Bratton. At the Commencement exercises in 1907 the Eliza Battle Pittman Auditorium was dedicated. It was given by Mrs. Mary Eliza Pittman in memory of her daughter. In June, 1907, Mr. DuBose and his family moved to Morganton, where he died. A high-toned Southern gentleman and a quiet, unassuming man, he impressed everyone with his gentleness and with his kindness of heart.

He was succeeded by the Rev. Geo. W. Lay.

THUMBNAIL SKETCHES OF ALUMNÆ

Mrs. Ernest Cruikshank

Margaret Jones, who is now the revered and much loved president of Saint Mary's, Mrs. Ernest Cruikshank, was born in Hillsboro, North Carolina. Her early school years were spent at the school of the Misses Nash and Kolloch in Hillsboro. However, at the age of fourteen she entered Saint Mary's Academy (now our own school) and began her many years of faithful and sympathetic association with the school as a student, faculty member, and president. After three years of attendance in the high school department she matriculated at the University of North Carolina, but transferred to Columbia University, where she received her B.S. degree. Some years later she obtained her M.A. at Duke, the subject of her thesis being *Criticisms of the Confederacy in North Carolina*. Margaret Jones taught at intervals before her marriage, at Saint Mary's School, and at the Wadleigh High School and Washington Irving School in New York.

Returning from a second trip abroad in 1911, she married Ernest Cruikshank the same year in St. Paul's Chapel at Columbia University and returned with him to Raleigh where he held the position of Business Manager of Saint Mary's. Their three children, Ernest, Jr., Mary Pride, and Olive were born there. Mr. Cruikshank severed his connections with Saint Mary's in 1921 to accept the presidency of Columbia Institute for Girls in Columbia, Tennessee. At his death a year later Mrs. Cruikshank became head of that institution, where she worked ceaselessly to continue the excellent work of the school.

In 1932 Dr. Warren W. Way resigned the position of President of the oldest and largest Episcopal School for girls in the United States, Saint Mary's, Raleigh, and Mrs. Cruikshank was elected to succeed him, being the first woman to head Saint Mary's in its almost 100 years of existence. At the time of her appointment it was announced, "Distinguished as an educator and executive, Mrs. Cruikshank will take the place of head of historic Saint Mary's with the added advantage of her intimate knowledge of the school and its traditions and association in the task of its management."

Our president resumed relationship with the school with admirable dexterity, rekindling the genuine love which she had felt for the school so long and maintaining the tradition and standard as well as establishing ever finer ideals which would contribute to the general welfare and betterment of the school. This very love is gratified by the admiration which every student and friend of the school feels for the dignity and skill which she exhibits in directing Saint Mary's progress.

Ruth Doris Swett

Ruth Doris Swett was born at Southern Pines, N. C., on January 11, 1901. After a beautiful and happy childhood, she became a student at Saint Mary's in the years 1915 and 1916 and then skipped a year to return again and continue through 1922. During the summer of 1925 she enjoyed attendance at the University of Lausanne, Switzerland, in the course for foreigners (Cours de Vacances). The western part of the United States, Arizona and California, first stirred her desire and stimulated her ability to express the faultless beauty of that section of the country. But it was not until 1930 that Miss Swett centered her attention in the special field of dry point etching. This is the particular medium through which students of Saint Mary's probably best know her, the particular instance being her etching of the school which Saint Mary's sends to her brides.

Miss Swett is the energetic chairman of the Allied Arts of Winter Park, Florida, as well as a member of the American Federation of the Arts, The Art Students' League of New York, The Washington Water Color Club, The Rockport Art, Palm Beach Art League, The Four Arts of Palm Beach, The Southern Print Makers, The Orlando Art Association, The North Carolina State Art Society.

Miss Swett's dry point etchings are a dominant feature of the exhibitions opening the Mint Museum in Charlotte this fall. The *Charlotte News* reports: "Trees are the prevailing theme of her landscapes, many of which are of North Carolina scenes, and others of Florida and Vermont. The long-leaved pine is an especial favorite of the artist, who believes that etching is the most intimate of the arts, much more so than painting, for example." This exhibit lasts into November of this fall.

In addition to being an established and recognized artists, Miss Ruth Doris Swett has a charm and graciousness which alone are sufficient to mark her a memorable personality.

Emilie Watts McVea

Emilie Watts McVea was born in Clinton, Louisiana, on February 17, 1867. Her mother was Emilie Rose Watts and her father John McVea, of Irish descent, from whom she inherited "a gayety that broke loose sometimes too boisterously to suit her more conventional friends; an impulsiveness that always found an impression in action; and then, of course, her love of poetry and life." She came to Raleigh at the age of eleven when she entered Saint Mary's. She was graduated six years later, after which she became a member of the faculty of the school.

She left Saint Mary's after Dr. Smedes' death in 1898 and secured her bachelor's and master's degrees at George Washington University.

In 1906 President Charles Dabney called her to the University of Cincinnati, where she occupied a chair in English and was also Dean of Women. This University conferred upon her the degree of Doctor of Letters.

Dr. Martin Fischer, a fellow-member of the faculty of the University of Cincinnati, says that she "associated herself with every important social movement. Secondary school education, child labor, literary productivity, and the parity of men and women in university posts, competent teachers for women's colleges, states' rights, and the definitions of democracy were just a few of the interests to which she lent her marvellous energies."

Miss McVea in 1916 accepted a call from her own Southland when she went to Sweet Briar College in Virginia. The city, as well as the university, of Cincinnati turned out in a farewell ovation to this remarkable citizen who had endeared herself to all with her sympathetic interest, eager generosity, and zealous ability. Dr. Meta Glass, her successor, says: "To succeed Emilie Watts McVea at Sweet Briar College meant to come into a position that had been filled by a big-minded, generous-souled woman, who had set a high standard for Sweet Briar's president. She had put into Sweet Briar perhaps her hardest work, certainly her maturest self. I found a fine, strong structure of her building, and in my efforts to uphold and add to it I found joy in her interest and her counsel. She relinquished with the same grace with which she acquired. I know no greater mark of a large soul."

As president of Sweet Briar, she administered skillfully and economically through the early, difficult years. After many faithful years of service, she was forced because of bad health to give up her work at Sweet Briar, after which she moved back to Cincinnati, where she died July 26, 1928.

ALUMNÆ NEWS

CHAPTER NEWS

At a meeting of the Raleigh Alumnae Chapter on October 17, in the parlor of the school, it was decided that the chapter sponsor a benefit bridge party to be given at the Hotel Carolina on some early date in November. Mrs. Gordon Thomas, president of the local chapter, has announced her committees. Chairmen of the various committees are as follows: Place Committee, Mrs. W. W. Vass, Mrs. Samuel Lawrence, co-chairman; Table Committee, Mrs. E. P. Hough; Prize Committee, Mrs. A. S. Pendleton; Food Committee, Mrs. John Richardson.

Other chapters are urged to follow the example of the Raleigh chapter and sponsor some benefit function during the fall.

If it is about some Saint Mary's girl, it's news. Send all news in to Kate Spruill, Alumnæ Secretary, Saint Mary's School.

SAINT MARY'S GIRLS IN MANY COLLEGES THIS YEAR

Phoebe Bashore, University of Toronto, Toronto, Ontario, Canada.

Polly Bates, College of William and Mary, Richmond, Va.

Margaret Bevilaqua, College of William and Mary, Richmond, Va.

Ruth Billingslea, Western Maryland College.

Jean Blount, Sweet Briar College.

Margaret Burgwyn, Converse College, Spartanburg, S. C.

Anne Burnett, W. C. U. N. C.

Doris Butler, W. C. U. N. C.

Virginia Cather, Mars Hill Junior College, Mars Hill, N. C.

Sue A. Clapp, Agnes Scott College, Decatur, Ga.

Martha Clovis, Flora Stone Mather.

Anne Cox, Randolph-Macon College, Lynchburg, Va.

Margaret Crenshaw, St. Margaret's School, Tappahannock, Va.

Sylvia Cullum, University of N. C.

Rebecca Davis (Dunn), W. C. U. N. C.

Ruth Elizabeth Davis, Hollins College, Va.

Ann Dawson, Sweet Briar College.

Laura Dingle, University of Texas, Austin, Texas.

Helen Lu Divers, Penn Hall, Chambersburg, Pa.

Betty Dudley, University of Georgia, Athens, Ga.

Sallie London Fell, Goucher College, Baltimore, Md.

Mena Fleming, '37, Marjorie Webster School, Washington, D. C.

McDowell Foote, College of William and Mary, Norfolk, Va.

Mary Leigh Gaither, Katherine Gibbs School, N. Y.

Doris Goerch, University of N. C.

Margaret Griffin, W. C. U. N. C.

Louise Hall, University of N. C.

Katherine Hancock, Lynchburg College.

Betsy Hobby, Salem College.

Maxine Hoffman, Mary Baldwin College.

Peggy Holmes, University of N. C.

Pauline Holt, Randolph-Macon.

Betty Anne Huffines, St. Genevieve-of-the-Pines, Asheville, N. C.

Elizabeth Humrichouse, Gunston Hall, Washington, D. C.

Josephine Johnson, Salem Academy, Winston-Salem, N. C.

Grant Jones, W. C. U. N. C.

Patsy Jones, W. C. U. N. C.

Louise Jordan, University of N. C.
 Mary Anne Koonce, University of N. C.
 Sarah Korn, School of Nursing, 8th Spruce St., Philadelphia, Pa.
 Margaret Lewis, Greensboro College.
 Penelope Lewis, Sweet Briar College.
 Anne Lynch, St. Genevieve-of-the-Pines, Asheville, N. C.
 Nancy Mann, University of Alabama, Tuscaloosa, Ala.
 Jean Miller, Westhampton College, Richmond, Va.
 Irene Mitchell, Sweet Briar College.
 Alexa McColl, College of William and Mary, Richmond.
 Nancy McIver, Sweet Briar College.
 Betty Neal, Peace Junior College, Raleigh.
 Tudie Neff, Hollins College, Virginia.
 Helen Noell, Durham, N. C.
 Rebecca Norman, Randolph-Macon College.
 Ellen Mary Orr, National Park Seminary, Washington, D. C.
 Helen Page, W. C. U. N. C.
 Louise Partrick, Sweet Briar College.
 Josephine Peoples, Mary Washington College, Fredericksburg, Va.
 Wanda Barron Phillips, W. C. U. N. C.
 Mildred Pittenger, St. Genevieve-of-the-Pines, Asheville, N. C.
 Ruth Purnell, Converse College.
 Helen Redfern, University of N. C.
 Mary Louise Riddick, W. C. U. N. C.
 Mary Emma Robbins, University of N. C.
 Kathleen Roberson, Furman Univ. Woman's College, Greenville, S. C.
 Louise Robinson, The Wheelock School, 100 The Riverway, Boston.
 Sarah Ruark, Salem College.
 Yvonne Rumfeldt, Ontario Ladies' College, Whitby, Ontario, Canada.
 Agnes Sanford, W. C. U. N. C.
 Ruth Seidler, Panzer College of Physical Ed., East Orange, N. J.
 Anne Shook, W. C. U. N. C.
 Cuba Silver, N. C. State College.
 Jane Spruill, Salem College.
 Mary LeRoy Stanton, Martha Washington College, Washington, D. C.
 Louise Struthers, W. C. U. N. C.
 Nancy Taylor, University of N. C.
 Jane Vann, Meredith College.
 Sybil Vogtle, Birmingham Southern College, Birmingham, Ala.
 Martha Watts, Pine Manor, Wellesley, Mass.
 Mary Miller Wheat, Sweet Briar College.
 Mary Galt Williamson, Salem College.
 Timpy Woods, Smith College.
 Mary Jane Yeatman, University of N. C.

LOOKING BACKWARD FIVE, FIFTEEN, TWENTY, TWENTY-FIVE YEARS AGO**Extracts from BULLETIN, 1933**

"It paid to be dumb on February 8th when the Letter Club sponsored a dumb dinner, in order to raise money for a party. Everyone had to pay a penny for every word she spoke during the meal, and for every smile, cough, or sneeze she had to pay two cents. The members of the Letter Club were the only exceptions. They could talk and smile all they wished. In addition to the money collected from the talkative students, an auction was held by Mr. Fletcher, who sold saucers of ice cream. At the end of the meal the money was collected and about \$7.00 had been made."

* * *

"At the election held the last of the year, Katherine Harding, of Washington, was elected president of the student body for 1933-34 to succeed Melba Chamblee, president in 1932-33. Eliza Lewis, of Oxford, was elected president of the class of 1934. Letty Lassiter, of Oxford, was elected editor of the BULLETIN to succeed Jane Jones, editor for 1932-33."

Extracts from MUSE, 1923

"Misses Mary Strange Morgan, Adelaide Boylston, Anna Ball Thomas, Virginia Storr, Margaret O'Donnell and Mary Louise Everett made their formal debuts at the Charity Ball, February 13, 1923."

* * *

"The Juniors gave the Freshmen one of the most 'pepful' and enjoyable parties of the year in the lobby on Saturday evening, November 25th.

"Everybody was requested to come in the tackiest costume available, and there were many 'tacks' assembled when the crowd came in. We all lined up for a grand march in which Babe Collier and Ruth White were unanimously chosen by the judges as the tackiest couple. By request, Babe gave a very entertaining dance and several encores.

"A contest was then held to see who could eat the most crackers in five minutes. A box of crackers was then awarded to Babe Collier, again the lucky one."

"OH CRUEL FATE

"Did you ever wake up on a Tuesday
 morning an' find it was 20 min. past an'
 the heat wasn't on an' you frantically
 grab your 'gym shoes' an' sling on the
 other 'necessaries' and then find the hook
 is off your skirt and you look in vain
 for the valued ol' 'safety' which you find
 innocently reposing under the dresser
 an' at last after much persuasion your
 skirt finally meets and you grab for
 the detested 'middy' and you find it's just
 about the same as cracking through ice to
 get the starched article over your head
 an' you grab the brush and fly to the
 mirror, only to find the other two inmates
 struggling there already; so you just
 give the ol' wool a 'lick an' a promise'
 an' rush out of the room an' down the
 stairs an' over the walk an' up the
 stairs again an' just as you get
 ready to make the final dash
 thru the dining room doors
 cruel hands thrust you back
 an' there you stand outside the
 fast closed doors ! ! !

I

ask

you—

AIN'T IT A GRAN' AN' GLORIOUS FEELING?????"

(EUGENIA TREXLER.)

Extracts from MUSE, 1918

"Among the Saint Mary's girls who offered themselves for foreign service during the war is Mary Ann Battle of Rocky Mount, N. C., who on September 12, 1918, sailed for Italy where she is now stationed in the office of the delegate in charge of the Roman district of the Red Cross in Italy."

* * *

"Have you Joined?"

"Of course."

"It does not matter what, it is the spirit that saturates Saint Mary's life today, that whenever organizations are planned to carry on war work of any nature they are enthusiastically supported by the student body and faculty of Saint Mary's. Everybody joins."

Extracts from MUSE, 1913

"Laura Clark has returned from Scotland Neck, where she was maid of honor in the wedding of her sister, who formerly attended Saint Mary's."

* * *

"The old girls who visited us during the Fair were Fannie McMullan, Janie Kerr, Edith Clark, Katharine Bunn, and Elizabeth Grogan."

* * *

"Placide Clark and Sallie Heyward have been visited by their brothers."

* * *

"Eva Rogerson, '09, and Ida Rogerson, '10, of Edenton, Mary Shuford, '10, of Hickory, and Sallie Haywood Battle, '09, of Rocky Mount, are members of a house party at Nag's Head."

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 SUBSCRIBE TO THE *BULLETIN*—50c FOR THE YEAR
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ALUMNÆ NOTES

The following article appeared in the *News and Observer* on September 25:

Sweet Briar, Va.—Miss Louise Partrick, daughter of Mrs. Theodore Partrick, of Raleigh, has been awarded the Rebekah Woodbridge Bell Scholarship at Sweet Briar College, according to an announcement by Dean Emily H. Dutton.

"This award has been made possible by a legacy from the late Mrs. Julia Woodbridge Bell, of Richmond, who bequeathed \$12,000 to Sweet Briar to endow a scholarship in memory of her daughter, Rebekah Woodbridge Bell. According to the terms of Mrs. Bell's will, the bequest has just become available to the college and the scholarship is being awarded this year for the first time.

"Miss Partrick was selected as the first Rebekah Woodbridge Bell scholar by the scholarship committee of Sweet Briar, headed by Dean Dutton. Mrs. Bell's will provides that the award should go to 'students of merit' and the selection is made on the basis of scholarship, character, and previous record. Miss Partrick comes to Sweet Briar with advanced standing from Saint Mary's Junior College in Raleigh, and is a member of the junior class. A special room has been designated for the winner of this scholarship, marked by an inscribed knocker on the door and containing a portrait of Rebekah Woodbridge Bell."

Rebecca Norman, '37, and Mary Galt Williamson, '37, have been pledged to Phi Mu social sorority at Randolph Macon's Woman's College in Lynchburg, Va.

Roberta Stockton will be presented to society in Baltimore at the first Bachelor's Cotillion in December.

Mrs. Sidney P. Newell (Hope Cobb), of Orlando, Florida, called July 27 with two children. She is now manager of a concrete block business. Her husband has a court position.

Margaret Bullitt Cardwell, '26, and husband have moved to New Orleans, where Dr. Cardwell has a position in the English department at Tulane University.

Margaret Ballard Crumpler, '28, and husband spent the summer in Virginia. They have returned to New Orleans, where Dr. Crumpler has a position in the Chemistry department at Tulane University.

Ree Garrett Hodges, '28, and husband are back in Ann Arbor, Michigan, after a short visit to Williamsburg this past summer.

Martha Dabney Jones, '27, Mrs. Harlan Brown, Librarian of the school, and Mr. Brown enjoyed a trip to Mexico this past summer.

Slocumb Davis is teaching a commercial course in the high school of Elizabeth City.

Florence Spruill, '35, has a very good job doing welfare work in Nash County. Florence finished at William and Mary last year.

Maria Drane, '35, spent the summer traveling in Europe.

CLASS LETTER OF 1937

Class President: JANET LAWRENCE, Chapel Hill, N. C.

I don't know why I even take time to breathe, I've been so busy with sorority rushing, province presidents, and plans for the pledge dance, but I have asked around among the wilderness of Saint Mary's girls here for news about the members of the class of '37.

Here are some snatches—Clara Bond Anderson and Lib Small are back at Goucher in body, but their minds are straying Annapolis-ward. Margaret Anderson, Sarah Price, and Kitty Williams all entered the limelight and made their debuts this fall.

Virginia Bower and Kathryn Fleming have been made members of Alpha Kappa Gamma, an honorary scholarship and leadership fraternity at U. N. C. Kathryn is president of the local chapter—also is president of the Athletic Association for this year.

Effie Flannagan and Lib Young finish up their respective courses in art and dramatics in New York this year.

Noodie Winslow has entered the ranks of the U. N. C. co-ed and seems to like it fine. . . . Yes, everybody agrees she's a grand addition.

In spite of Mary Taylor's being married, she just can't keep away from Chapel Hill's general week-end excitement. She's been back several times to see everybody and go to the dances with her new husband.

Puddin' Lytle is to be married on November 5 to Key Scales.

Betty Scott and Ben McKenzie will have the knot tied some time in December.

Several people have told me Virginia Worth was getting all sorts of honors, as usual, at Mary Baldwin, but nobody seems to know anything definite.

Letty Gaither went abroad this summer and from the accounts I've heard was quite one of the elite. She acquired several friends with most important sounding titles connected with their hyphenated names.

This isn't much news, but that's all I could find out. As usual, I am in a terrific rush—I have a class in just five minutes.

CLASS LETTER OF 1938

Class Secretary: LOUISE JORDAN, Spencer Hall, Chapel Hill, N. C.

Spencer Hall, Chapel Hill,
Saturday, October 22, 1938.

Dear Saint Mary's:

Time passes so quickly. Who would have thought that an alumnæ letter would be due from the class of '38 so soon?

I'll write about all the other girls while I try to count the ones who came to Carolina. The next largest group wandered over to W. C.

U. N. C. and, except for the fact that the place is too big, they are all for it. Grant Jones and Aggie Sanford are majoring in primary education. Who would have thought that Aggie could have been anything short of a German major. She can't possibly "sprechen Sie deutsch" to the little ones. Anne Shook, Jo Pope, Doris Butler, and Becky Davis (Dunn) are rooming together in town, with Nancy McIver's grandmother. Having no sorority to join, they have formed their own, the No Rata Datas. The only requirements are that prospective pledges must have had a date within the last five years, which gives even the worst of us a little leeway. Incidentally, they don't seem to be doing so poorly themselves if appearance at Carolina for games, dances, etc., can be counted as a criterion. Slightly revising the Bon Ami chick, they haven't missed yet. Shook is an English major and thanks her lucky stars for Mr. Moore's notes. Be grateful for that little hint, all you prospective students, "Gather ye knowledge while ye may." It won't be so easy to study at some other places we know. Mary Louise Riddick is taking business administration and running up to Davidson as a sponsor. Patsy Jones, Anne Burnett and Helen Page are also at W. C., even if they won't write and tell us what they are doing.

Just to be different, Betsy Hobby went to Salem, Kay Roberson, to Furman Woman's College, and Margaret Burgwyn to Converse. Nobody can accuse them of yielding to mob psychology and, although we haven't heard, we are sure they like their choices. Sallie London Fell, also independent, is enjoying life at Goucher even though the courses are stiff. Being in a city college is fun, she says, because you are right in the center of everything, and then just think of having dates 'till one-thirty and unlimited week-ends; but just the same she misses North Carolina and the Saint Mary's girls.

No word has come from Phoebe Bashore way up in the Canadian country of the far North. That, too, may be the fault of your lowly scribe. She forgot that a postcard to Toronto would cost three cents and the little news note came home to the return address. Katherine Hancock, who is studying business administration at Lynchburg College, wrote us a letter in her psychology class. That should never have been said because it will set the new girls a bad example, and where have I heard that last phrase before?

Polly Bates and Alexa McColl are studes again at the Richmond Branch of William and Mary. Alexa is taking art, and no word has come from Polly. Petie Seidler did not go to Skidmore, but to Panzer College of Physical Education. Betty Dudley is having a gay time at the University of Georgia, and Betsy Thomas is in school, but we know not where. Tish Knox, at home in Washington, and Tudie Neff, now at Hollins, are also dark horses in the BULLETIN race.

Ann Dawson and Jean Blount are at Sweet Briar, which according to Ann is the perfect college. She says, "There's nothing here that we

have to do, and not much that we can't do." At the same time she says she may be quoted as saying that the teachers there think that she is a perfect idiot and consequently she is doing a little studying on those two German courses, Miss Dodd. That sounds most peculiar to us who know better about that idiot business. Louise Partrick is at Sweet Briar on a marvelous scholarship, which includes a special room and a picture of the donor. She enjoys the school a great deal and we all have every right to be very proud of her.

At Randolph-Macon are Pauline Holt, Anne Cox, Rebecca Norman, and Mary Galt Williamson. Cox is spending all her money on sweaters and soon will have enough to start a shop of her own. Becky has already been in a play, and, no joke, Becky and Galt are going to the Army-Navy game.

I had to leave a paragraph for Jean, alias Mite, Miller. She always did take up a lot of room. Johanna is worrying the populace at Westhampton in Richmond. She says it gets her down to have to be so good to make a good first impression. Pity the poor people next year! She is a German major, oh my goodness, and loves the place. The boys' school is just across the lake. [Also, oh my goodness!—Ed.]

Now the people who stayed at home. Patty Patton has gone back to High School for a business course. Cuba Silver is a day student at State College. Nancy Maupin and Sarah McGrady are learning the peek and punch system at Miss Hardbarger's. Helen Noell is supposedly doing the same in Durham, that is, if she ever started. Willa Drew is taking in all the parties and Winifred Vass and Charlotta Ruffner are becoming perfect housekeepers, Winifred by taking Home Ec at Saint Mary's and Charlotte by staying at home. Mabel Humphrey, Betty Wright, and Sairfax Dockery are silent partners as to the events in their lives.

Last but not most, what has happened to the rest of us? We are all co-eds at the Greater University and enjoying it immensely. Sylvia Cullum is archery manager; Doris Goerch is applying her literary talent to *The Daily Tar Heel* and *The Buccaneer*; Peggy Holmes, Mary Emma Robbins, and Nancy Taylor are having a wonderful time; Mary Anne Koonce is Greensboro representative on the business staff of *The Tar Heel*; Helen Redfern is taking the stiffest course in the University; Sarah Griffith and Louise Hall are rooming together again; Mary Jane Yeatman, always last on the role but first everywhere else, is working for the *Yackety Yack*; and everybody feels almost as if Saint Mary's had just shifted over to Chapel Hill.

That's all for now! Scattered all over the country we may be, but there is one place we will never regret having been and that place is Saint Mary's.

ENGAGEMENTS

Sadie Robards Root, of Raleigh, to Paul Allen Tillery, of Raleigh, the wedding to take place in November.

WEDDINGS

Sarah Paxton Badham, of Edenton, to Charles Albert Carr, of Danville, Va., on Saturday, October 22, at Saint Paul's Church, Edenton.

Charlotte Blackstone, of Water Valley, Mississippi, to James Williamson, of Forest City, Arkansas.

Mildred Carolyn Joyner, of Rocky Mount, to George LaFayette Weeks, of Rocky Mount.

Rosemary Schenck, of Raleigh, to Edgerton Vaughan, of Raleigh.

Mary Graves Sibley, of Wilmington, to Henry McQueen Emerson, of Wilmington.

Barbara Jane Harris, of Raleigh, to John Gordon Collins, of New York and Boston, in July in Sacred Heart Cathedral, Raleigh.

Mary Taylor Hinnant, of Beaufort, to David Mozier, of Englewood, N. J., on September 10, in Beaufort.

Florence Gunning Lytle, of Weirsdale, Florida, to Key Scales, Jr., of Wilmington, N. C., on November 5.

Virginia LeGrand Morrison, of Rockingham, to Elmer Raymond Laughter, of Welsh, West Virginia, June 24, in Rockingham.

Mary Latham Rowland, of Washington, N. C., to Dr. Claude C. Blackwell, of Birmingham, Alabama, on Saturday, November 5, in Washington. At home in Birmingham.

Della Saunders, of Chase City, Virginia, to John Harwood Munt, of Surry, Virginia, on September 3, Saint John's Episcopal Church in Chase City.

Emily Shannon, of Camden, S. C., to Pierce Coutey, of Camden, S. C., in June.

Nell Linton Smith, of Raleigh, to Francis Joseph Johnson, of Raleigh, on Wednesday, June 8, in the Church of the Good Shepherd, Raleigh.

Madge Taliaferro, of Cranford, N. J., to Carl G. Morrison, of Cranford, N. J., in June. At home in Baton Rouge, Louisiana.

Martha Frances Thomas, of Richmond, Virginia, to John Duncan Leak, of Wadesboro, on June 25.

Lila C. Tucker, of Charlotte, to Erwin Laxton, of Charlotte, in June.

Emily Clarke Ward to Jonathan Franklin Havens on Saturday, November 12, Calvary Episcopal Church, Tarboro, N. C.

BIRTHS

Margaret Bryant Jones, '25—a son in September.

Frances Buck Frazer, '37—a son in October.

SAINT MARY'S SCHOOL AND JUNIOR COLLEGE

RALEIGH, NORTH CAROLINA



CATALOGUE NUMBER

SESSION OF

1939-1940

February, 1939

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RALEIGH, NORTH CAROLINA



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Raleigh, North Carolina
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SAINT MARY'S SCHOOL AND JUNIOR COLLEGE

Calendar For 1939-40

98th Annual Session

1939

- September 11, Monday.....Faculty assembly ; Registration and Classification of Day Students.
- September 12, Tuesday.....New Resident Students report
- September 13, Wednesday..Returning Resident Students report ; Registration and Classification of Resident Students ; Placement Tests for New Students.
- September 14, Thursday.....Opening Service of Advent Term.
- November 1, Wednesday.....All Saints: Founders' Day.
- November 30, Thursday.....Thanksgiving Day.
- December 16, Saturday.....Christmas Recess Begins.

1940

- January 2, Tuesday.....Resident Students report.
- January 29, Monday.....Easter Term begins.
- February 6, Wednesday.....Ash Wednesday—Lent begins.
- March 6, Wednesday.....Spring Recess begins.
- March 12, Tuesday.....Spring Recess ends, 9:45 P.M.
- March 22, Friday.....Good Friday.
- March 24, Sunday.....Easter Day.
- May 11, Saturday.....Alumnæ Day.
- May 25-28.....Commencement Season.

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Session 1938-39

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1938-39

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The Academic Department

SALLY DIGGES.....	Spanish and French
(A.B. University of Virginia; A.M. University of Virginia; Summer School at University of California; Certificate from Alliance Française in Paris. Saint Mary's, 1935—)	
MARY HELEN DODD.....	Physics, Chemistry and German
(A.B. Tufts College; A. M. Columbia University; resident work for Ph.D. done at Columbia University; Graduate study at Massachusetts Institute of Technology. Saint Mary's, 1932—)	
WILLIAM C. GUESS.....	History and Social Sciences
(A.B. University of North Carolina; A.M. Johns Hopkins University. Saint Mary's, 1928—)	
MARTHA DABNEY JONES.....	English
(Graduate of Saint Mary's; A.B. Sweet Briar College; A.M. University of North Carolina; Student (education) University of Virginia. Saint Mary's, 1937—)	
THE REV. HENRY FELIX KLOMAN.....	Bible
(Virginia Theological Seminary. Saint Mary's, 1935—)	
MARJORIE J. LALOR.....	Biology and Hygiene
(A.B. Goucher College; Summer Sessions, Columbia University and North Carolina State College. Saint Mary's, 1929—)	
LETTY KITTRELL LASSITER.....	English
(Graduate of Saint Mary's; A.B. Smith College. Saint Mary's, 1938—)	
NELL BATTLE LEWIS.....	English and History
(Graduate of Saint Mary's; A.B. Smith College; Student (education) North Carolina State College. Saint Mary's, 1937—)	
ANNIE RUTH LINEBERRY.....	Mathematics
(A.B. Meredith College; A.M. Columbia University. Saint Mary's, 1927—)	
CHARLES ALBERT PETIGRU MOORE.....	English
(A.B. University of North Carolina; A.M. University of North Carolina. Saint Mary's, 1935—)	
MABEL MARGARET MORRISON.....	Latin, History and Psychology
(A.B., A.M. Dalhousie University; A.M., Ph.D. University of Toronto. Saint Mary's, 1929—)	
WATSON K. PARTRICK.....	Latin, History, Mathematics
(A.B. University of North Carolina. Saint Mary's, 1936—)	
MARY LYDIA WEISE.....	French
(A.B., A.M. Vanderbilt University; Graduate Study University of Pennsylvania. Saint Mary's, 1932—)	
MYRTHA WILSON.....	Biology
(B.E. Asheville Normal Teachers' College; B. S. North Carolina State College. Saint Mary's, 1938—)	

Art Department

CAROLINE ESTELLE HARRIS.....Art, History of Art
(Bachelor of Design, H. Sophie Newcomb Memorial College; Art Institute of Chicago, Pupil of Ivan LeLorraine Albright. Saint Mary's, 1934—)

Business Department

MARIANNE WIDENER CASPER.....Commercial Subjects
(B.A. Western Kentucky Teachers' College; B.A. in Commerce, College of Commerce, Bowling Green, Ky. Saint Mary's, 1937—)

ELIZABETH GORDON TUCKER.....Bookkeeping
(Saint Mary's School. Saint Mary's, 1932—)

Expression Department

FLORENCE C. DAVIS, *Director*.....Expression, Dramatic Art
(B.O. Emerson College, Boston; Elmira College, N. Y.; Posse Gymnasium, Boston; Pupil of Edith Herrick, Boston [Leland Powers Method]. Saint Mary's, 1911—)

Home Economics Department

ELIZABETH BASON.....Domestic Science, Domestic Art
(A.B. Flora Macdonald; A. M. Columbia University; Student in summer sessions at Chicago University, California University. Saint Mary's, 1924—)

Music Department

WM. H. JONES, A.A.G.O., *Director*.....Organ, Piano, Harmony
(A.B. Trinity College, N.C.; Pupil in Berlin of Wilhelm Berger and Schirner in Piano, of Fraulein Anderson in Voice, and of Clemens in Organ. Saint Mary's, 1919—)

DOROTHY PETERSON ALDEN.....Violin
(B.M. Oberlin Conservatory of Music; Pupil of Maurice Kessler; Theory with Arthur E. Heacox. Saint Mary's, 1926—)

MARY RUTH HAIG.....Piano and Theory
(De Pauw University School of Music; Graduate in piano, student of James Friskin, Juilliard Institute of Musical Art; B.S. in Music Education, Teachers' College, Columbia University; Student of Sascha Gorodnitzki, Juilliard Summer School; Pupil of M. and Mme. Robert Casadesus, Summer School Fontainebleau School of Music, France. Saint Mary's, 1937—)

WILBURTA FRANCIS HORN.....Voice
(A.B. University of Rochester; Mus. B. Eastman School of Music; Opera Scholarship, The Curtis Institute of Music; Certificates, Opera and Voice. The Mozarteum Summer Academy, Salzburg; Pupil of Horatio Connell, of Sylvan Levin, and of Maestro Vittorio Moratti, Salzburg. Saint Mary's, 1938—)

RUTH HOLMES SCOTT.....Piano, History of Music
(Mus. B. Syracuse University; M.M. Eastman School of Music of University of Rochester; Summer Sessions Syracuse University, Columbia University; Pupil in Piano of Henry Kaspar, Washington, D. C.; Pupil in Organ of Ralph Kinder, Philadelphia. Saint Mary's, 1937—)

Physical Education

- REBECCA HARVEY, *Director***.....Physical Education
 (B.S. in Education from Boston University Sargent College of Physical Education; Summer Session University of Wisconsin. Saint Mary's, 1937—)
- EVADNA JANE GOSS**.....Dancing and Physical Education
 (New York State Teacher's Certificate in Physical Education, Cortland State Normal; B.S. in Dance, University of Wisconsin. Saint Mary's, 1938—)
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The Library

- MRS. HARLAN C. BROWN**.....Librarian
 (A.B., A.M. Middlebury College, Vermont; Graduate study Universidad de Mexico, Mexico, D. F.; A.B. in L.S. and one summer of graduate study at University of Michigan, School of Library Science. Saint Mary's, 1937—)
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FOREWORD

In this foreword it is the purpose to make clear to those who are interested some of the special advantages and characteristics of Saint Mary's: its well-earned prestige; its scholarship; its care for the health and well-being of the students; and its influence on character building.

Saint Mary's has completed its ninety-seventh continuous year. Since 1897 it has been the property of the Episcopal Church in the two Carolinas. It is the largest boarding school for young women maintained by the Episcopal Church in the United States, and is also one of the oldest. The love and respect of former students bring yearly many of their daughters, granddaughters, and in a few instances their great-granddaughters, to their old school, and the devotion to Saint Mary's ideals has potent influence now as at all times in its long history.

On the side of the educational work accomplished, Saint Mary's prepares students for admission to Women's Colleges of the highest standard, and gives two years of Grade A College work in its Junior and Senior classes. Its curriculum affords a complete and well-rounded education for that large number of young women who desire to do advanced work but who do not care to take a full college course.

Attention to the health of the students is of supreme importance at Saint Mary's. It is the constant aim of all those in authority so to guard the girls as to prevent illness. The school has a modern infirmary with a matron, who is a graduate nurse, always in charge; a doctor makes daily visits and is subject to call at any time; a director of physical training examines each student, recommends such exercise as is needed in each individual case, and supervises all indoor and outdoor exercises and games with a view to proper and suitable physical development.

Sanitary conditions are in every way of the best. The city water is of excellent quality. Vaccination against typhoid fever, smallpox, and other contagious diseases is urgently requested of every student before entrance. Parents are at once informed of any outbreak of disease. Intelligent attention to all these matters for many years has resulted in a remarkable freedom from epidemic of any kind.

Equal care is given to the safety of the students. No fire of any kind is used in the buildings occupied by students, except in the use of gas by the Home Economics Department and in the kitchenettes in the new Senior-Junior Hall. The fires for cooking and heating are in distant, separated buildings. Each building is equipped with fire extinguishers and fire escapes. In the main buildings there are two standpipes with continuous water pressure, hose long enough to reach to the farthest point, and with connection for the City Fire Department hose.

Saint Mary's has well-won traditions for the cultured and well-mannered bearing of its students, a reputation which it is the privilege of the teachers of the present day to maintain. One of the first lessons that is learned by the new student is the fact that there are certain things which a Saint Mary's girl may or may not do. The most impressive fact in the life of the school is the emphasis placed on the spiritual side, the development of high-minded, fine women. No building at Saint Mary's endears itself quite so much to the girls as the Chapel, where for so many years the girls have met daily for prayer, receiving unconsciously, perhaps, those aspirations for a higher, nobler life which result in developing and perfecting true womanhood.

SAINT MARY'S SCHOOL

History and Description

Saint Mary's School was founded May 12th, 1842, by the Rev. Aldert Smedes, D.D. It was established as a church school for girls and was for thirty-six years the chosen work of the founder, of whose life work Bishop Atkinson said: "It is my deliberate judgment that Dr. Smedes accomplished more for the advancement of this Diocese (North Carolina), and for the promotion of the best interests of society in its limits, than any other man who ever lived in it."

The present location was first set apart as the site for an Episcopal school in 1832, when influential churchmen, carrying out a plan proposed by Bishop Ives, purchased the present "Grove" as a part of a tract of 160 acres, to be used in establishing a Church school for boys. First the East Rock House, then West Rock House and the Main Building now called Smedes' Hall, after the founder, were built for use in this boys' school. But the school, though it started out with great promise, proved unsuccessful and was closed; and the property passed back into private hands.

Dr. Aldert Smedes, a New Yorker by birth and education, had given up parish work on account of a weak throat, and was conducting a successful girls' school in New York City when in 1842 Bishop Ives met him and laid before him the opportunity in his North Carolina diocese. The milder climate attracted Dr. Smedes; he determined on the effort; came to Raleigh with a corps of teachers; gave Saint Mary's her name, and threw open her doors in May, 1842.

From the first the school was a success, and for the remainder of his life Dr. Smedes allowed nothing to interrupt the work he had undertaken. During the years of the War

between the States, Saint Mary's was at the same time school and refuge for those driven from their homes. It is a tradition of which her daughters are proud, that during those years of struggle her doors were ever open, and that at one time the family of the beloved President of the Confederacy was sheltered within her walls.

On April 25, 1877, Dr. Smedes died, leaving Saint Mary's to the care of his son, Rev. Dr. Bennett Smedes, who had been during his father's lifetime a teacher in the school. This trust was regarded as sacred, and for twenty-two years, in which he spared neither pains nor expense, Dr. Bennett Smedes carried on his father's work for education.

During this eventful half-century, Saint Mary's was in the truest sense a Church school, but it was a private enterprise. The work and the responsibility were dependent upon the energy of the Drs. Smedes. Permanence required that the school should have a corporate existence and be established on a surer foundation as a power for good, and in 1897 Dr. Bennett Smedes proposed to the Diocese of North Carolina that the Church should take charge of the school.

The offer was accepted; the Church assumed responsibility, appointed Trustees, purchased the school equipment from Dr. Smedes and the real property from Mr. Cameron; and in the fall of 1897 a charter was granted by the General Assembly.

By this act of the Assembly, and its later amendments, the present corporation—The Trustees of Saint Mary's School—consisting of the Bishops of the Church in the Carolinas, and clerical and lay trustees from each diocese or district, was created.

The Board of Trustees, by the terms of the charter, is empowered "to receive and hold lands of any value which may be granted, sold, devised or otherwise conveyed to said corporation, and shall also be capable in law to take, receive and possess all moneys, goods and chattels of any value and to any amount which may be given, sold or bequeathed to or for said corporation."

The Church was without funds for the purchase of the school property, and the Trustees undertook a heavy debt in buying it, but the existence of this debt only slightly retarded the improvements which were made from year to year in the school buildings and equipment, and in May, 1906, this purchase debt was lifted and the School became the unencumbered property of the Church in the Carolinas.

Under this ownership there have been great improvements in new equipment and new buildings, made possible largely by the legacy of Miss Eleanor Clement, a former teacher, and by donations for those purposes.

Dr. Bennett Smedes, who had long wished for the disposition of Saint Mary's that was actually effected, continued as Rector after the Church assumed charge, until his death on February 22, 1899. He was succeeded by the Rev. Theodore Du Bose Bratton, Rector of the Church of the Advent, Spartanburg, S. C., who administered the affairs of the School very successfully until he entered upon his duties as Bishop of Mississippi in the autumn of 1903, when Rev. McNeely Du Bose, Rector of Trinity Church, Asheville, N. C., became Rector. Under his devoted and loving care the School continued its usefulness for four years until his resignation in 1907, when Rev. George W. Lay, of St. Paul's School, Concord, N. H., took charge. His aggressive and active management for eleven years added greatly to the success of the School. In 1918 Dr. Lay was succeeded by the Rev. Warren W. Way, formerly Rector of St. Luke's Church, Salisbury, North Carolina. During Dr. Way's administration, the school had a most successful period of growth. Dr. Way resigned in 1932 to resume parish work, and the present President, Mrs. Ernest Cruikshank, an alumna of the school, graduate of Columbia University, and former teacher at Saint Mary's, assumed the management of the school at the beginning of the school year 1932-'33.

Educational Position

During the life of the founder, Saint Mary's was a high-class school for the general education of girls, the training being regulated by the needs and exigencies of the times. Pupils finished their training without "graduating." In 1879, under the second Rector, set courses were established, covering college preparatory work, without sacrificing the special features for which the School stood, and in May, 1879, the first class was regularly graduated.

By the provisions of the charter of 1897, the Faculty of Saint Mary's, "with the advice and consent of the Board of Trustees, shall have the power to confer all such degrees and marks of distinction as are usually conferred by colleges and universities," and at the annual meeting in May, 1900, the Trustees determined to establish the "College." This "College Course" at Saint Mary's covers the third and fourth years of High School, followed by two years of college work. Graduates of High Schools may complete the course in two or three years. All academic work is accredited by the Southern Association of Colleges and Secondary Schools.

The Junior and Senior courses are especially designed to give an advanced and well-rounded course to High School graduates and to those students who prefer to do the first two years of college work in the surroundings of a smaller institution. The Academic work is supplemented, for those who desire it, by courses in Music, Art, Home Economics, Expression, and Business, *without additional tuition charges*.

The organization, requirements and courses of each of these departments are described at length in this catalogue.

A graduate of Saint Mary's receives a diploma; but no degree has ever been conferred, although that power is specified in the charter.

Location

Raleigh, the capital of North Carolina, is easily accessible. The Southern, the Seaboard Air Line and the Norfolk Southern railroads give access to points in all directions, with

through Pullman service—for example, to New York, Philadelphia, Washington, Richmond, Norfolk, Asheville, Atlanta, Jacksonville and Savannah. Raleigh is especially well situated for all points in Florida, Georgia, the Carolinas, Virginia, and the Eastern Shore of Maryland and Delaware.

Raleigh is situated on the eastern border of the elevated Piedmont belt, while a few miles to the east the broad level lands of the Atlantic Coast plain stretch out to the ocean. The city thus enjoys the double advantage of an elevation sufficient to insure a light, dry atmosphere and perfect drainage, and proximity to the ocean sufficiently close to temper very perceptibly the severity of the winter.

Campus, Buildings and General Equipment

Saint Mary's is situated on one of the highest elevations in the city, about a half-mile due west of the Capitol, surrounded by its twenty-acre grove of oak and pine, with a frontage of fourteen hundred feet on one of the most beautiful residential streets. The site is all that can be desired for convenience, health and beauty. The campus contains almost a mile of walks and driveways, with tennis courts and basketball grounds for out-of-door exercise.

The Buildings

The buildings are fourteen in number, conveniently grouped and connected by covered ways in such a way that a student is always protected from the weather. They are heated by steam, lighted by electricity, and abundantly provided with fire escapes, fire extinguishers, and fire hose for fire protection. The central group of buildings is formed by the main building, remodeled in the summer of 1919 and now called *Smedes Hall*, and two *Wings, East and West*, all three of brick, three and a half stories high. On the ground floor of *Smedes Hall* are the rooms of the Home Economics Department, and recitation rooms; on the first floor, the spacious parlor with its handsome portraits, and the study

hall; on the second floor are rooms for students and teachers, and the telephone offices for students. The remainder of the building is devoted to rooms for students. East and West Wings have class rooms on the ground floor and students' rooms on the other floors. All students' rooms in all dormitory buildings are furnished with single beds, and have individual clothes closets. Trunks are stored in special trunk rooms. There are bathrooms on each floor.

The *East* and *West Rock* buildings, of stone, are connected with the central group by covered ways. East Rock has the business offices, the offices of the President and the Business Manager, the Post Office and the Teachers' Sitting Room on the ground floor, and students' rooms on the second floor. West Rock contains rooms for students and faculty and the alumnae quarters.

Holt Memorial Hall, given in memory of Margaret Locke Erwin Holt (Mrs. Lawrence S. Holt), of Burlington, North Carolina, was completed in the summer of 1928. This is a three-story brick building of fireproof construction, conforming in style to the other buildings of the main group. It is used as a Senior-Junior Hall and has rooms for three teachers and fifty students. Every room has running water and each floor has its kitchenette. A living room on the ground floor provides a social center for the students living in this hall.

Clement Hall, built from funds bequeathed by a former teacher, Miss Eleanor Clement, is a large brick building, forming one side of a proposed quadrangle back of Smedes Hall, with which it is connected by a covered way. On the ground floor is the Gymnasium, 50 by 90 feet; from which opens the indoor swimming pool, with 20 by 50 foot tiled pool, water heated and purified by the use of the violet ray; dressing and shower rooms are connected. On the floor above is the spacious, airy dining hall, capable of seating comfortably three hundred people, with serving room, dietitian's office, kitchen, and store rooms at the rear.

The *Art Building*, a two-story brick building of Gothic design, has the Library and class rooms on the ground floor, and the spacious, well-lighted Art Studio, 26 by 64 feet, and the Science Laboratories on the second floor.

The *Eliza Battle Pittman Memorial Auditorium*, seating 600, immediately east of the Art Building, was in large part provided through a bequest in the will of Mrs. Mary Eliza Pittman, of Tarboro, and is in memory of her daughter, formerly a student of Saint Mary's.

The *Music Building*, built in the summer of 1937, is located east of Clement Hall. This attractive and well planned building provides ample facilities for an enlarged music faculty and an increased number of students in the music school. It contains three teachers' studios, each with grand piano, and fifteen practice rooms, each with upright piano. The use of this building does not disturb academic classes.

The *Chapel*, designed by Upjohn, built in the early days of the School, and entirely rebuilt in 1905 through the efforts of the Alumnae, is cruciform in shape, and has over three hundred sittings. In it the services of the Church are held daily. It is furnished with a Hall organ of three manuals and seventeen stops, installed in 1926.

The *Infirmery*, built in 1903, and renovated in 1928, is the general hospital for ordinary cases of sickness. It contains two large wards, two private wards, two bathrooms, a consultation room, pantry, and rooms for the Matron. The *Annex*, a separate building, provides facilities for isolation in case of contagious disease.

The *Boiler House* and *Laundry*, a separate building of several units apart from the other buildings, contains the boiler room, the hot water plant, and the well-equipped steam laundry. The steam heating system of the School was entirely renovated in the summer of 1919.

The *Rectory* of Saint Mary's was built in 1900 upon a beautiful site on the west side of the campus, and is occupied by the President's family. The *Cottage*, home of the Busi-

ness Manager's family, is located to the east of the other buildings in the rear of the Auditorium. *Old Senior Hall* has been remodeled and furnished as a home for the Chaplain and his family.

On the east side of the grove, entirely independent of the School, is the episcopal residence of the Diocese of North Carolina, "Ravenscroft."

The Life at Saint Mary's

The aim of Saint Mary's is to make the daily life of the students that of a well-regulated Christian household. The effort is to direct the physical, intellectual and moral development of the individual with all the care that love for young people and wisdom in controlling them render possible.

The students are distributed, partly in accordance with age and classification, among the twelve halls. Nearly all of the rooms are rooms for two, but there are a few single rooms, and some rooms for three.

Each Hall is presided over by a teacher who acts as Supervisor. These teachers have special opportunities for correcting the faults and shaping the character of the students under their charge, and these opportunities have been used with marked results.

The school hours are spent in recitation, in music practice, or in study in the Study Hall or Library. Students who attain in work and conduct a required standard are allowed to study in their rooms.

Recreation

The latter part of the afternoon is free for recreation, and the students are encouraged to engage in physical activity, preferably out-of-doors. Available facilities include outdoor courts for tennis, badminton, paddle tennis, and deck tennis;

an athletic field; a well equipped gymnasium; and a swimming pool which is open several times a week for recreational swimming under the supervision of a physical education instructor.

Under the supervision of a student social committee, there is a recreation room equipped with tables for bridge and ping-pong. This room is especially popular on Saturday nights when the students entertain their callers.

A half-hour of recreation is enjoyed by the students before the evening study period, when they gather in the roomy Parlor, with its associations and fine collection of old paintings, to enjoy dancing and other social diversions.

The Library

The Library, housed on the first floor of the Art Building, is the center of the intellectual life of the school. It numbers 7,000 volumes, contains a clipping, pamphlet, and picture collection, and subscribes to 4 newspapers and 50 periodicals, 15 of which are bound. The books are classified according to the Dewey Decimal system. Students have free access to the entire collection, which is arranged on open shelves.

The Library is open from 8:30 a.m. until 9:45 p.m. on week-days, and on Sundays from 2 until 9:45 p.m. A trained librarian is in attendance from 8:30 until 4:30 on week-days and several evenings a week. In warm weather the Open-Air Reading Room under the trees is enjoyed by both students and faculty.

Two professional librarians and five student assistants are available to render service. During the first semester a series of lectures on the use of the library and principle reference works is given to all students.

In 1937 the Library was the fortunate recipient of a grant of \$4,500 from the Carnegie Corporation for the purchase of additional books.

Saint Mary's students also have access to the North Carolina State Library, containing 70,000 volumes, and the Olivia Raney Library, of 30,000 volumes. Through inter-library loan it is possible for them to secure additional material from the University of North Carolina Library at Chapel Hill.

Chapel Services

The Chapel is the soul of Saint Mary's, and teachers and students gather there on a common footing daily. During the session the religious exercises are conducted very much as in any well-ordered congregation. The organ music adds greatly to the beauty of the services, some of which are choral. As Saint Mary's is distinctly a Church school, all students attend the morning services held in the Chapel on regular school days. Resident students attend all Chapel services.

Bible Study

All students except seniors are required to take a course in Bible study covering one hour a week. There are five courses designed to cover the Old and New Testaments and fitted to the needs and ability of the varying groups. The instruction is partly by lecture and partly by textbook, using the Bible as basis with maps, dictionary and references.

All seniors are required to take the full credit course covering six semester hours.

Care of Health

Whenever a student is so indisposed as to be unable to attend to her duties or to go to the dining hall, she is required to go to the Infirmary, where she is removed from the noise of the student life and may receive special attention away from contact with the other students. The matron of the Infirmary has general care of the health of the students and endeavors to win them by personal influence to such habits

of life as will prevent breakdowns and help them overcome any tendency to sickness.

The employment of a School Physician enables the School to keep very close supervision over the health of the students. The ordinary attendance of the physician and such small doses as students need from time to time are included in the general charge. This arrangement leaves the School free to call in the Physician, at any time, and thus in many cases to use preventive measures, when under other circumstances unwillingness to send for the doctor might cause delay and result in more serious illness. The general health of the School for many years past has been remarkable.

THE SCHOOL WORK

The School Year is divided into two terms of seventeen and one-half school weeks each. Each term is again divided into two "quarters." This division is made to assist in grading the progress of the student. Reports are sent home each quarter.

It is required that each student shall be present *at the beginning* of the session, and that her attendance shall be regular and punctual *to the end*. Sickness or other unavoidable cause is the only excuse accepted for non-attendance or tardiness. The amount of work to be done and the fact that it must be done within the time planned make this rule necessary to the progress of the student in her course.

Absence at the beginning of the session retards the proper work of the class, and is therefore unfair to the School as a whole.

The school week is planned on the basis of a 5-day week for Preparatory students, with 6-day week for College classes. There are no classes on Saturday afternoon.

Intellectual Training

Particular attention is given to the development of those intellectual habits that produce the maximum of efficiency. The student is expected to work independently, and gradually to strengthen the habit of ready, concentrated and sustained attention in all her thinking processes. Clearness, facility and ease in the expression of thought, oral and written, are carefully cultivated. Every effort is made to develop the best mental habits through every detail of administration which bears upon the intellectual life.

Lectures and Recitals

Among the important elements in the intellectual life of Saint Mary's are the occasional lectures, which have been of

much value to the students, and are intended to be a feature of the school life. In addition, there are given at stated times recitals by visiting artists, by the Faculty and by the students of the Music and Expression Departments.

Student Organizations

While the regular duties at Saint Mary's leave few idle moments for the students, they find time for membership in various organizations, conducted by them under more or less direct supervision from the School, from which they derive much pleasure and profit. These organizations are intended to supplement the regular duties and to lend help in the development of different sides of the student life. All qualified students are advised, as far as possible, to take an active part in them.

The School Council

The School Council is composed of members of the Faculty and representatives of the various classes, forming the Student Honor Committee, and meets from time to time to confer upon matters of general interest.

The Council in its function as honor committee and judicial body is of great use in upholding the standards of the school.

Saint Mary's Honor System with its strict requirements of truthfulness and honesty in all matters of school life is upheld by its student body and is a fundamental part of the training given by the school.

Young People's Service League

The Service League functions effectively under the leadership of officers elected by the student body, together with adult counselors, working in those fields of service not covered by other groups in the school. The entire student body meets from time to time to discuss and decide upon work to

be undertaken. The "five fields of service" are covered during the year by program meetings for study and planning work to be done in each field.

Delegates are sent each summer to Camp Penick and to the Blue Ridge Conference. These girls return with increased interest in the work that is being done by the young people in the Church and are expected to assume special leadership in the League. Delegates are also sent during the year to the annual State meeting.

Members of the faculty compose the Saint Mary's chapter of the Woman's Auxiliary.

The Altar Guild

The Altar Guild has charge of the altar and the decoration of the Chapel.

The Literary Societies

The work of the two Literary Societies—the Sigma Lambda and the Epsilon Alpha Pi—which meet twice a month on Tuesday afternoons, does much to stimulate the intellectual life. The societies take their names from the Greek letters forming the initials of the Southern poets—Sidney Lanier and Edgar Allan Poe. Both resident and local students are eligible to membership in these societies, membership being by election and limited to students evincing particular interest in the study of phases of literature not necessarily included in the academic curriculum.

The Dramatic Club

The Dramatic Club is under the supervision of the Expression Department. The aim of the club is to present plays of literary merit by European and American dramatists, and to encourage creative work in the various branches of play production, as playwriting, characterization, scenic design, stage-lighting, costume design, and make-up.

The Dramatic Club is a member of the Carolina Dramatic Association, and each year enters the dramatic tournament held at Chapel Hill under the Junior College group.

Deutscher Verein

The Verein, made up of all students who are taking, or have finished the two years of German given at Saint Mary's, holds two types of meetings on Sunday evenings during the year. Frequent musical appreciation meetings, about an hour long, are used for the analytic study, by victrola records, of the Wagner operas and symphonies by German composers, with recognition work on part of oratorios, on songs and instrumental selections.

Upon set dates, large Sunday evening meetings are held at which professors from the German departments of nearby universities speak to the Verein on German culture and customs.

Political Science Club

A group of students interested in work in history, government, economics, and sociology meets with the head of the department of Social Sciences fortnightly to discuss international relations, politics, social problems, and contemporary world events. During the current session the discussions are devoted largely to international relations and practical politics in the United States.

Musical Organizations

The Choir and the Chorus afford students, both in and out of the Music Department, opportunity to develop their musical talent under very agreeable conditions.

Athletic Clubs

Every girl in school belongs to one of the two athletic associations, known respectively as Sigma and Mu for the initials of Saint Mary's. The purpose of these organizations

is to foster interest in extra-curricular athletic activities. An Athletic Board, composed of the presidents of the associations and the physical education instructors, plans the year's program and keeps the point system records. Tournaments are held in all team games and individual sports included in the physical education program. At the end of each year awards are made to outstanding girls and to the winning association.

Student Publications

The student body issues five publications which have a single, interlocking staff of twenty-odd students, who thus gain valuable experience and editorial work on five distinctly different types of publications.

The Belles, a bi-monthly newspaper covering the immediate news of the school, gives expression to student ideas, helps to shape and form opinions, and reflects life in other schools by quoting from their papers.

The Bulletin, a quarterly school magazine, carries news of and to Alumnae, and is the Literary medium in which students' creative work is given recognition.

The Stage Coach, the school annual or year book, is a full, illustrated record of all school work and activities, and is thus a treasured souvenir.

The Student Blue Book, issued at the end of the year in folder form, contains addresses of students and faculty and gives pertinent, quick information about the membership and purpose of all organizations.

The Student Hand Book, the manual of the Student Government Association and prepared by them with the President's advice, explains fully and completely every phase of student life and is continually referred to so that students may guide themselves accordingly. This book is sent to each *new* student *before* she enters school and, after she arrives, is further explained to her in group study supervised by Seniors.

Academic Department

Organization

Saint Mary's is organized as a four-year Junior College, preceded by one year of preparatory work.

I. Preparatory Year

This preparatory year is equivalent to the tenth grade of a twelve-year high school of the highest standard, and presupposes the completion elsewhere of the ninth grade of such a high school.

This one year of preparatory work and the first two years of the "College" cover the last three years of work of the best high schools, and the courses are numbered for convenience B, C, and D. For the advantage of transfer students, a course in first year Latin (A) and beginning Algebra (A) are offered. (See pages 48 *et seq.*)

Such a course, when preceded by a suitable year of ninth grade work, and if properly chosen, should prepare the student for entrance into the most advanced standard colleges.

II. The "College"

The first two years of the present "College" course are intended to complete the work of a *first-class high* school, and the student is limited in well-defined lines and not permitted to specialize or take elective work except within narrow limits; in the last two years the courses are conducted on college lines, and the student, under the advice of the President, is permitted in some measure to elect the lines of work best suited to her taste and ability.

The course at Saint Mary's is of a type that has been given by many of the higher institutions for the education of women in the South, and is the one suited to the need of the large majority of students. It is therefore designed to be complete in itself.

At the same time those who desire to enter some higher institution after graduation from Saint Mary's can be prepared to do so. Such students should note carefully that to attain the desired end they must *at entrance give notice of their intention* and of the college to which they wish to go: their courses must be selected with a view to the requirements of the college which they wish to enter; and they should take the necessary examinations for entrance and advanced standing in that college each year as they are prepared in the various subjects. The course that might lead to the award of a diploma at Saint Mary's might not cover the subjects necessary for entrance or for advanced standing in any given college of higher grade.

Students are urged, wherever possible, to obtain certificates of work done, *before the close of the school year*.

Admission

Application for Admission

Students wishing to apply for admission to Saint Mary's should write for application blanks. For reservation of room space, the coupon in the back of the catalogue may be used.

Students are granted admission to the freshman, sophomore, or junior class of Saint Mary's upon the acceptance of satisfactory units of credit from senior high schools that have been fully accredited by the Southern Association of Colleges and Secondary Schools, or similar accrediting agencies.

For admission from non-accredited high schools, see *Conditional Credit*, p. 38.

In order to be admitted to the Freshman Class of the "College" the student must meet the requirements outlined below in English, History, Mathematics, Science and one foreign language—five subjects in all. If two foreign languages are offered Science may be omitted.

A student admitted in four of the required subjects will be admitted as a Conditional Freshman.

English and Literature.—A good working knowledge of the principles of English Grammar, with special attention to the analysis and construction of the English sentence.

Knowledge of elementary Rhetoric and Composition as set forth in such works as Ward's *Sentence and Theme* and *Theme Building*.

Candidates are expected to have had at least two years' training in general composition (themes, letter writing and dictation).

Subjects for composition may be drawn from the following works, which the pupil is expected to have studied: Longfellow's *Tales of a Wayside Inn*; selections from Irving's *Sketch Book*; Hawthorne's *House of Seven Gables*; Cooper's *Last of the Mohicans*; Scott's *Ivanhoe* (or *Quentin Durward*); Shakespeare's *Midsummer Night's Dream*.

Mathematics.—Arithmetic complete, with special attention to the principles of percentage and interest. Elementary Algebra complete and Advanced Algebra through Quadratic Equations.

History.—The essential facts of English History as given in a good high school text; the essential facts of Greek and Roman History as given in Breasted's "*Ancient Times*."

Latin.—A sound knowledge of the forms of the Latin noun, pronoun and verb, and a knowledge of the elementary rules of syntax and composition as given in a standard first-year book and beginner's composition (such as Smith's *Latin Lessons* and Bennett's *Latin Composition*). The first four books of Cæsar's Gallic War.

French or Spanish.—A first-year course leading to the knowledge of the elements of the grammar and the ability to read simple prose.

Science.—An introductory course in general science, or Physical or Commercial Geography.

Admission to the Junior Class

In order to be admitted to the Junior Class (or the Junior College), a student must offer sixteen *units* as described below, of which twelve *units* are required, while the remaining four may be chosen from the list of elective subjects.

A Required	12 units
English	4 units
Algebra	2 units
Plane Geometry	1 unit
History.....	1 unit
†Foreign Languages	4 units
B Electives	4 units
History	1-2 units
Civics	½-1 unit
Latin	2-4 units
French	2-3 units
German	2-3 units
Spanish	2-3 units
Solid Geometry	½ unit
Trigonometry	½ unit
Chemistry	1 unit
Physics	1 unit
Biology	1 unit
Botany	1 unit
Zoology	1 unit
Physiography or Geography.....	1 unit
General Science	1 unit
Home Economics	1 unit

For credit in science or domestic science a student must be prepared to submit a note-book of her laboratory work in case her record in the subject is not satisfactory.

Not more than two *units*, in addition to the requirement of one, may be elected from history and civics together.

†Credit will not be given for less than two years of a foreign language.

Classification

Credit is given for the work of the High School classes in terms of units. A unit represents a year's study in any subject in a high or secondary school, constituting approximately a quarter of a full year's work. A unit commonly means the equivalent of five forty-five minute recitations a week for one year in one branch of study.

Credit for the work of the Junior and Senior classes (the Junior College) is given in terms of semester hours, an hour being given for a class which meets one hour a week for one semester. Thus a course pursued for three hours a week throughout the year would entitle a student to six semester hours of College credit.

In order to graduate and receive the School diploma a student of the "College" must receive credit for 16 *units* of high school work and 60 *semester* hours of college work. All students of the "College," whether expecting to graduate or not, are classified in one of the "College" classes according to the amount of their full credits for work in the "College" course.

The classification is made on the following basis:

Freshman (Junior class of standard high school). Students must present seven acceptable *units* of high school credit. These should include English, 2 *units*, Mathematics, 2 *units*, Foreign Languages (preferably Latin), 1 *unit*.

Sophomore (Senior class of standard high school). For admission, students should present 12 *units* of acceptable high school credit. These should include English, 3 *units*, Mathematics, 2 *units*, Foreign Languages, 3 *units*.

Junior (Freshman class of standard college). Students are granted admission to the junior class (or the junior college) who offer 16 *units* as indicated on page 33.

Senior (Sophomore class of standard college). Students who expect to be graduated from Saint Mary's during the current year are classified as seniors. Students applying for senior standing from other colleges must offer one year of standard college work, or its equivalent.

A student with 16 *units* of full credit is ranked as a Junior, provided that she take, that year, work amounting to at least 26 *semester* hours of credit.

A student with 26 *semester hours* of credit is ranked as a Senior provided that she take that year, with the approval of the School, sufficient work counting toward her graduation to make the 60 *semester* hours necessary and *has by the beginning of her Senior year passed off all conditions*. No student can be ranked as a Senior or considered as a candidate for graduation in any year unless she has passed all examinations on previous subjects needed for graduation.

A student entitled to be ranked in any way with a given class under the above conditions must also take work sufficient to give her the prospect of obtaining enough points during the year to entitle her to enter the next higher class the following year.

Graduation

The course leading to graduation from the "College" is outlined later in stating the work of each year. The course is closely prescribed during the first two years (through the Sophomore year). In the last two years the student is allowed a choice of electives.

The requirements for graduation may be briefly summed up as follows:

(1) The candidate must have been a student in the Academic department during at least one entire school year.

(2) The candidate must have earned at least 16 high school *units* and 60 *semester hours* of college credit.† (For required *units* see "Admission to Junior Class," page 33.) Her Junior College work must include:

†In addition to the 60 semester hours of academic work required, each candidate for graduation must have four semesters' work in Physical Education.

English	12 semester hours
History	6 semester hours
*Foreign Language.....	12 semester hours
Economics or Psychology.....	6 semester hours
Bible	6 semester hours
Hygiene	4 semester hours

(3) Not more than 5 high school *units* or 38 *semester hours* will be counted for credit in any one year. Not more than 12 *semester hours* will be counted in all toward the diploma for work done in the Departments of Music, Art, Expression or Home Economics.

(4) The candidate must have made up satisfactorily any and all work, in which she may have been "conditioned," by the beginning of the session in which she wishes to graduate.

(5) The candidate must have made formal written announcement of her candidacy for graduation during the first quarter of the year in which the diploma is to be awarded; and her candidacy must have been then passed upon favorably by the President.

(6) The candidate must have satisfactorily completed all "general courses" which may have been prescribed; must have maintained a satisfactory deportment; and must have borne herself in such a way as a student as would warrant the authorities in giving her the mark of the School's approval.

(7) At least one-half of the grades earned during a student's Junior and Senior years must be of C grade or better.

High School Diploma

A High School Diploma will be given to such students as shall have completed the proper units of work of the Sophomore year in a manner satisfactory to the authorities of Saint Mary's.

To receive this diploma the candidate must have been for one year at Saint Mary's School, and aside from her scholastic record must be considered properly qualified in general by the Faculty.

The student must have completed 16 *units* of college entrance work, as follows:

English: 4 units.

Mathematics: 3 units (Alg. 2, Geometry 1).

History: 1 unit.

*For conditions governing language requirement see page 51.

Science: 1 unit, or an additional unit of History.

Foreign Languages: 4 units, 2 each in any 2 languages, or 4 in Latin.

*Electives: 3 units.

Awards in Other Departments

For academic requirements for certificates in Music, Art, Expression or Home Economics, see under those departments, but candidates must in each case, in addition to all technical requirements, have completed at least the "Minimum of Academic Work" stated on page 42.

Certificate Credit

Certificates when accepted are credited conditionally at their face value. The student is placed in the classes which her certificate gives her the right to enter and is then expected to show her fitness for these classes by satisfactory work in them.

A placement test, largely for the purpose of sectioning students in English, is given on Wednesday of Registration Week, to all new students entering the Junior class.

Credit for Summer Work

Students who make up preparatory work in summer school or with a private tutor will be expected to take examinations on such work at Saint Mary's, unless they follow a continuing course in the subject. Examinations are held at Saint Mary's the Monday before the opening of school in September. Students who make up college work in summer school will not receive quality points for this work.

Full Credit

Saint Mary's accepts for full credit for advanced standing certificates from schools accredited by the Southern Association of Colleges and Secondary Schools (or by similar re-

*It is urged that one of these electives be an additional unit of French or Latin. A student who offers 5 units in 2 languages meets the entrance requirements in language of practically all colleges.

gional accrediting associations or State accredited schools of the highest class), which state that the candidate has completed satisfactorily *in accordance with the specified requirements of Saint Mary's* the required work in Foreign Language, Mathematics, History and English. Credit in Science can be obtained by presentation of a notebook satisfactory to the head of the Science Department.

Conditional Credit

Conditional credit is given on the certificate of non-accredited schools of entirely equivalent standard. For this conditional credit full credit in each subject is given when the student has successfully passed an examination in such subject, or in certain subjects after she has obtained credit for advanced work in that subject. Full credit may be obtained at once by taking an examination in the subject offered. Application for examination should be made one week before the opening of school.

For example, a student entering English M (Junior English) by certificate would be given conditional credit for four *units* of high school English. She receives 6 *semester hours* credit for the successful completion of English M, and is then given full credit for four *units* of the conditional credit. Thus, upon completion of English M, she would be credited with four high school *units* and 6 *semester hours* in English.

For conditional credit in History and Algebra full credit can be obtained only by examination, since the work of the higher classes does not fully test the character of the work in the lower classes. *Credit in Science can be obtained by presentation of a notebook satisfactory to the head of the Science Department.*

Regular Course

All students are advised to take a regular prescribed course and to keep to it; a changing about from one subject to another, with no definite aim in view, is unsatisfactory alike

to student, parent and the School. Parents are urged to advise with the President as to a course for their daughters, and help in this matter is given by her or her representatives to the student throughout her course.

A student, entering school later than one month after the beginning of a half-year, will receive no credit for the work of that half-year unless she has completed in an accredited school the equivalent of the work previously covered by the classes which she enters.

Special Courses

Those who desire to take academic work while specializing in the Departments of Music, Art, Expression or Home Economics are permitted to do so and are assigned to such classes in the Academic Department as suit their purpose and preparation. The number of hours of academic work, along with the time spent on the special subjects, should be sufficient to keep the student well occupied. A minimum of fifteen hours' work is required.

Term Examinations and Marking

The School Year at Saint Mary's is divided into two half-years (the Advent and Easter Terms), and each term is again subdivided into two Quarters of two months each. Reports are sent out at the end of each quarter showing the marks obtained in each subject, and examinations are held in all subjects at the end of each half-year.

The mark for the term in each subject is obtained by adding the two quarter-marks and the examination mark and dividing by three. Examinations are regarded by the School as of the highest importance, not only as a test, but as an essential part of education. At the same time it will be observed that it is possible to overcome a slight deficiency in the examination mark by a better mark for daily recitation, when the average is taken.

A, B, C and D are passing grades; E is a conditional failure which may be removed by re-examination; F is a complete failure requiring repetition in class.

Any student who fails in as many as three subjects may be excluded from returning. Such exclusion does not necessarily imply any reflection upon the student's character.

Re-examinations

Students failing a course with a grade of E are allowed one opportunity for re-examination under the following conditions:

- (1) A re-examination is allowed only when the student has done passing work for the term in her daily recitations.

- (2) The passing grade for re-examination is C rather than D.
- (3) No student is permitted to take more than two re-examinations in one term or three in a year.
- (4) Re-examinations are to be given on the Tuesday of the opening week of school and on the second Monday in March.
- (5) Students failing a course with a grade of F who have made up the work at summer school are allowed an opportunity for re-examination.

Commencement Honors

Honors at graduation are based on the work of the last two years.

The *Valedictorian* has the first honor; the *Salutatorian* has the second honor. The *Essayist* is chosen on the basis of the final essays submitted.

The Honor Roll

The highest general award of merit, open to all members of the School, is the Honor Roll, announced at Commencement. The requirements are:

(1) The student must have been in attendance the entire session and have been absent from no duty at any time during the session without the full consent of the Principal, and without lawful excuse.

(2) She must have had during the year a full regular course of study or its equivalent, and must have carried this work to successful completion, taking all required examinations and obtaining a mark for the year in each subject of at least C—.

(3) She must have maintained an average of B +, or better, in her studies.

(4) She must have made a record of "Excellent" in Deportment and in Punctuality.

(5) She must have maintained a generally satisfactory bearing in the affairs of her school life during the year.

The Niles Medal

The Niles Medal for Highest Average was instituted in 1906, by Rev. Charles Martin Niles, D.D., who died in 1918; the award is continued by his widow. This honor is given to the student who has made the best record in scholarship during the session.

The medal is awarded to the same student only once.

The requirements for eligibility are:

- (1) The student must have taken throughout the year at least 15 classes a week of regular work; and have satisfactorily completed this work, passing all required examinations.
- (2) She must have been "Excellent" in Deportment.
- (3) She must have taken all regular general courses assigned and have done satisfactory work in them.
- (4) She must be a regular student of the Junior College.

General Statements

The Minimum of Academic Work Required for Certificates

Candidates for Certificates in the Music Department, the Art Department, the Expression Department, or in the Department of Home Economics, must have full credit for the following minimum of academic work.

- (1) The A and B Courses in English, History, Mathematics, and in Latin or French.
- (2) The C and D Courses in English.
- (3) Such other "College" Courses as will amount to three *units* of Academic credit.

These three *units* may be earned in History, Mathematics, Science, or Foreign Languages.

Academic Credits for Work in Other Departments

The completion at Saint Mary's of the technical work in the Freshman or Sophomore class in Music, together with the required theoretical work entitles a student to one *unit* of credit for the work of each class. The completion of the technical work in the Junior or Senior class in Music, to-

gether with the required theoretical work, entitles a student to 6 *semester hours* of college credit for the technical work together with 2 *semester hours* of credit for the theoretical work in each class. A similar credit of 1 *unit* in Freshman or Sophomore and 6 *semester hours* in Junior or Senior class is offered in the Departments of Art and Expression. (Only one of these subjects may be counted for credit each year.)

Two *semester hours* of academic credit are given for the completion of Harmony II, or History of Music.

One *unit* or 4 *semester hours* is given for the completion of any course in the Home Economics department.

Preparatory

The organization of the school work into Freshman, Sophomore, Junior and Senior classes is explained on page 34.

The Freshman course is preceded by one year of preparatory work, corresponding to the tenth grade of a four-year standard high school. The following subjects are required:

<i>Subject</i>	<i>Hours</i>	<i>Unit</i>
English B.....	4	1
Algebra B.....	4	1
Latin B.....	4	1
History C or Science C or French B.....	4	1

All students are also required to take Bible Study, Spelling, and Physical Education.

The "College" Work

In the "College" work the letter given with each subject is the name of the course while the number gives the number of hours of weekly recitation.

It should be remembered that sixteen high school *units* and *sixty semester hours* are required for graduation. For the required *units* see "Admission to the Junior Class," page 33.

The following courses in the Junior College are required for graduation:

English M and N: 12 *semester hours*.

History M or N: 6 *semester hours*.

(Unless two *units* have been accepted for admission to the Junior class.)

*Should be offered at entrance, together with two other acceptable High school units.

Science M: 6 *semester hours*, or N: 8 *semester hours*.

(Unless Science C or D has been accepted for admission to the Junior Class.)

Economics N or Philosophy N: 6 *semester hours*.

Bible N: 6 *semester hours*.

Foreign Languages: 12 *semester hours*.

(If the student enters with two *units* of Latin and two of a modern language she will be required to continue one language two years or begin another which must be continued at least two years. If she enters with five *units* in two foreign languages she must continue both one year or one two years. If she enters with six *units* in foreign languages she is only required to continue one for one year.)

Hygiene M: 4 *semester hours*.

Physical Education: Required each year, 2 hours a week.

The other *semester hours* necessary to complete the 60 for graduation are entirely elective. Music, Art or Expression may count 6 *hours* each year or 12 *hours* in all, or the needed *hours* may be elected from any E, F, M or N course in the College.

College Courses in Home Economics may be elected, with a credit of 8 *semester hours* each year.*

Theory of Music Harmony, or History of Music, may be elected, with a credit of 2 *hours* each.

The College Course

Freshman Year			Sophomore Year		
	Hours	Units		Hours	Units
English C.	4	1	English D.....	4	1
Mathematics C.....	4	1	History D	4	1
French B or C.....	4	1	French C or D.....	4	1
Latin C or			Electives:		
History C or			Science, History		
Science C			or Latin	4	1
.....	4	1			

Freshman Year

At least one foreign language is required.

An hour of Bible Study and a period each of Spelling and Reading are required weekly.

One course in Music, Expression, or Home Economics may be taken as an additional subject for credit. (See "Academic Credit for Work in Other Departments" page 42.)

Not fewer than 4 *units* nor more than 5 *units* should be taken.

*Courses in Home Economics should not be elected if the student expects to continue in an A.B. course in a senior college.

Sophomore Year

The foreign language elected in the Freshman Year should be continued.

An hour of Bible Study is required weekly.

One course in Music, Expression, or Home Economics may be taken as an additional subject for credit. (See "Academic Credit for Work in Other Departments" page 42.)

Not fewer than 4 *units* nor more than 5 *units* should be taken.

Junior Year

English M, 6 *hours*
History M, 6 *hours*
Latin M, 6 *hours*
French D, 6 *hours*
French M, 4 *hours*
Spanish E, 6 *hours*
German E, 6 *hours*
Mathematics M, 6 *hours*
Music History, 6 *hours*
Science M, 6 *hours* or N, 8 *hours*
History of Art, 6 *hours*
Hygiene M, 4 *hours*
English E, 4 *hours*
Reading course, 6 *hours* (covering 2 years)

Senior Year

English N, 6 *hours*
Economics N, 6 *hours*
Psychology N, 6 *hours*
Bible N, 6 *hours*
Latin N, 6 *hours*
Spanish F, 6 *hours*
German F, 6 *hours*
History N, 6 *hours*
Mathematics N, 3 *hours*
American Government, 4 *hours*
French N, 6 *hours*

Junior Year

Enough work in foreign language should be elected to count at least 6 *hours*.

An hour of Bible Study is required.

English M is required.

History M or N is required unless two units in history have been accepted for entrance.

Science M or N is required unless Science C or D has been completed.

Hygiene M is required.

Physical Education is required.

*Home Economics courses may be taken for credit.

The regular course in Music, Expression or Art may be taken for credit, provided the student is a candidate for a certificate.

Not fewer than 28 *hours* nor more than 38 *hours* should be taken.

Senior Year

Enough foreign language must be taken to complete at least the requirements for graduation.

English N is required.

Economics M or Philosophy N is required.

*Courses in Home Economics should not be elected if the student expects to continue in an A.B. course in a senior college.

Bible N is required.

Hygiene M may be taken in either Junior or Senior year.

Physical Education is required.

*Home Economics courses may be taken for credit.

The regular course in Music, Expression or Art may be taken as a subject for credit, provided the student is a candidate for a certificate.

Not fewer than 28 *hours* nor more than 38 *hours* should be taken.

General Notes

(1) The Theoretical courses in Music may be counted as elective in any "College" class, and the technical work of the proper grade in Music, Art, or Expression may be counted in the Junior and Senior years as an elective but only one subject may be so counted in any one year.

(2) Failure in the one-hour Bible course for any year will deprive the student of two of the *hours* gained in other subjects.

General Courses

The theory of Saint Mary's being that a well-rounded education results in a developing of the best type of Christian womanhood, certain general courses as outlined below are, with the exception of speech, prescribed for all students.

English

An hour each week is devoted to training all students, except Seniors, Juniors, and Sophomores, in the art of clear, forceful, intelligent reading, and in the practice of spelling.

Speech

A one-hour course in the principles of Voice Training and Speech Control is open to all college students, and may be taken in either the Junior or the Senior year. This course gives training in correct breathing, production of tone, and study of proper placement of vowels and consonants. Applied oral reading and public speaking are included in the course.

*Courses in Home Economics should not be elected if the student expects to continue in an A.B. course in a senior college.

Bible Study

All students except Seniors are required to take the prescribed course in Bible Study, which is given one hour a week. It is intended to afford a knowledge of the contents, history and literature of the English Bible, and with the view, in the case of the older students, of helping them as Sunday School teachers.

Physical Education

All students not excused on the ground of health are required to take physical education. (See, also, page 81.)

Use of Library

During the first semester a series of lectures on the use of the library and principal reference works is given to all new students. Following these lectures the new students are required to take an examination on the use of the library. Any who fail will be expected to take a re-examination, after additional work, in order to get full credit for their work in English for the year.

THE COURSES IN DETAIL

General Statements

The courses are here lettered systematically. It is important to note and consider the letter of the course in determining credits or planning a student's work.

Courses "A,"* "B," "C," and "D" are high school courses; courses "E," "F," "M," and "N" are college courses.

"B" Courses are taken in the Preparatory year.

The "A"* and "B" Courses in English, History, Mathematics and one foreign language (or their equivalents) must have been finished satisfactorily by a student before she is eligible for admission to the "College."

"C" and "D" Courses are taken ordinarily in the Freshman and Sophomore years. In English, Mathematics and foreign languages the preceding Course must be taken before the student can enter the more advanced Course.

French "D" may under certain conditions be given college credit.

"E," "F," "M" and "N" Courses are college courses taken in Junior or Senior year. Students are not eligible to take these courses until they have completed the sixteen *units* necessary for entrance to the Junior class.

"X" Courses are special courses not counting toward graduation.

Equivalent texts may be substituted for those listed.

Art History

Course E.—3 hours a week. (*Credit 6 hours.*) This study includes the history of Architecture, Sculpture and Painting. Required of all certificate pupils in art and open to Juniors and Seniors.

Gardner, *Art Through the Ages*.

*"A" Courses are not offered at Saint Mary's, with the exception of Latin A.

Bible

Course N.—3 hours a week. (*Credit 6 hours.*) Required of Seniors.

New Testament: General survey of the New Testament Literature; study of the background of New Testament Writings; history of the Canon; study of *The Life and Teachings of Jesus*, with *Harmony of Gospels*.

Hastings, *Dictionary of the Bible*; Stevens and Burton, *A Harmony of the Gospels*; Knox, *Knowing the Bible*; Paterson-Smythe, *Peoples Life of Christ*; Ernest Findlay Scott, *Literature of the New Testament*; E. Basil Redlich, *The Student's Introduction to the Synoptic Gospels*.

The English Language and Literature

All students at entrance are required to take a written test to determine general knowledge of written English.

Candidates for graduation must take Courses C, D, M and N.

Course B.—4 hours a week. (1 unit.) *Literature and Composition*: Study and reading planned to develop appreciation of literature and correctness and skill in writing. Study of English grammar; theme-writing, with special attention to sentence and paragraph structure. Parallel reading required.

Nelson and Reichart's *The Foundations of Good English*; Canby, Opdyke and Gillum's *High School English, Book II*; Franklin's *Autobiography*; Shakespeare's *The Merchant of Venice*; Hawthorne's *The House of the Seven Gables*; Tennyson's *The Idylls of the King*; Poe's *Tales and Poems*; a novel by Stevenson, Dickens, or Kipling.

Course C.—4 hours a week. (1 unit.) (1) *Literature*: Outline of English literature through the Nineteenth Century. Study and reading planned to give knowledge of the English classics and to cultivate good taste in reading. Parallel reading required.

Collette's *Highroad to English Literature*; Chaucer's *Prologue and Knight's Tale*; Shakespeare's *Macbeth*; selections from Wordsworth, Keats, Shelley and Browning; Macaulay's *Life of Johnson*; Eliot's *The Mill on the Floss*; Translations of Homer's *Iliad* and *Odyssey* and Virgil's *Æneid*.

(2) *Rhetoric and Composition*: Study of English grammar; study and practice of various types of composition with the aim of developing ability to write clearly and interestingly.

Nelson and Reichart's *The Foundations of Good English*; Canby, Opdyke and Gillum's *High School English, Book III*.

Course D.—4 hours a week. (1 unit.) (1) *Literature*: Study of selected English classics, designed to give knowledge and appreciation of the best in literature and to develop sound critical standards. Required parallel reading in fiction, biography, drama, essays and poetry.

Shakespeare's *Hamlet*; Milton's *Minor Poems*; Carlyle's *Essay on Burns*, with selections from Burns' poems; a novel by Scott, Thackeray, Dickens, Eliot, Stevenson or Blackmore; a collection of short stories; Burke's *Speech on Conciliation*; Lowell's *Democracy*; Lincoln's speeches. A collection of contemporary verse.

(2) *Rhetoric and Composition*: Practice of the fundamental principles of description, narration, exposition and argumentation, with emphasis on clearness and interest of style. Oral reports on current events. Review of English grammar.

Canby, Opdyke and Gillum's *High School English, Book IV*; Grant, Bracher and Duff's *Correctness and Precision in Writing*.

Course E 1.—2 hours a week. (*Credit 4 hours.*) *Development of the English Novel*: Rapid survey of early types of fiction leading to development of novel. Intensive study of representative works of Austen, Scott, Dickens, Thackeray, Eliot, the Bontës, Meredith and Hardy. (Open to Juniors and Seniors.) Not given in 1939-40.

Course English E 2.—2 hours a week. (*Credit 4 hours.*) *Leading Poets of the Nineteenth Century*. The distinctive characteristic of this course is the restriction of the number of poets studied, with the consequent possibility of including a liberal amount of the work of each author. The first semester is devoted to a study of the poetry of Wordsworth,

Coleridge, Byron, Shelley, and Keats. The second semester is given to a detailed study of the poetry of Tennyson and Browning. (Open to Juniors and Seniors.)

Course M.—3 hours a week. (*Credit 6 hours.*) *Advanced Composition*: Study of the underlying principles of composition; frequent exercises in exposition, description, simple narration; training in gathering and presentation of research material; analytical study of standard prose models. A short period of the course is devoted to a study of poetry and poetical forms. Parallel reading required. (Required of Juniors.)

N.B.—Students in this course are sectioned according to various placement tests given them upon their arrival at school. Those found to be inadequately prepared for freshman college English are placed in a Sub-Section which meets additional hours to permit completion of the prescribed course.

Blanchard, *The Art of Composition*; Foerster and Steadman, *Writing and Thinking*; Fullington, Reed & McCorkle, *New College Omnibus*.

Course N.—3 hours a week. (*Credit 6 hours.*) *Historical survey of English Literature* from beginning to 1900. Extensive reading from representative authors. Lectures, class discussion, frequent oral and written reports. (Required of Seniors.)

Lieder, Lovett, and Root, *British Poetry and Prose*.

(Reading Course)

Reading Course F. (*Credit 6 hours.*) *In World Literature*. Designed to be covered during Junior and Senior years. It is strongly recommended that much of the reading be done during the summer following the Junior year. There are no classes, no lectures, but written reports (on printed forms) are required for every unit of work completed. Each

student is assigned to a tutor for direction and advice. Complete and detailed syllabus of work to be covered furnished each student upon registration.

Foreign Languages

If a student enters the Junior Class with two *units* of Latin and two of a modern language she will be required to continue one language two years or to begin another which must be continued at least two years. If she enters with five *units* in two foreign languages she must continue both one year or one two years. If she enters with six *units* in foreign languages she is required to continue one for one year.

No credit is given for less than two *units* of a foreign language.

French

Course B.—4 hours a week. (1 *unit*.) *Elementary French I.* Grammar, reading, conversation. Careful drill in pronunciation. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of the words in the sentence, and the elementary rules of syntax. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating orally into French easy variations of the sentences read, and in reproducing from memory sentences previously read. Writing French from dictation.

Grosjean's *New Chardenal*.

Course C.—4 hours a week. (1 *unit*.) *Elementary French II.* Continuation of previous work. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches. Fre-

quent abstracts, sometimes oral and sometimes written, or portions of the text already read. Writing French from dictation. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences. Mastery of the forms and uses of pronouns, pronominal adjectives, of irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Grosjean's *New Chardenal*; Roth, *Contes Faciles*; Labiche et Martin, *Le Voyage de M. Perrichon*; About, *Le Roi des Montagnes*.

Course D.—4 hours a week. (*1 unit or 6 semester hours.*) *Intermediate French*. Prerequisite: 2 years of high school French or 1 year of college French. This course includes a complete grammar review, the reading of modern French texts, and some work in advanced grammar and composition. It aims particularly to increase the student's vocabulary and to give sufficient familiarity with the language so that she may read modern French rapidly and with comprehension for her own enjoyment or for the continuation of her studies in French language and literature. This course is arranged for three regular meetings per week for those college students who make a grade of C or above in the preliminary placement tests, and maintain this grade throughout the year. For those whose grades are below C, and for all high school students, an extra hour per week will be spent in additional reading and grammar review.

Texts: Barton and Sirich, *New French Review Grammar*; Dumas' *Les Trois Mousquetaires* or *La Tulipe Noire*; a collection of modern short stories; Rostand's *Cyrano de Bergerac*.

Course M.—2 hours a week. (*Credit 4 hours.*) *Advanced Composition and Conversation*. Prerequisite: French D, or its equivalent. This course is designed to continue the study of French composition for those who have shown some proficiency in the rudiments of the written language, and to increase facility in the use of the spoken language.

Pargment's *Exercices Français* (Deuxième partie); *Le Français oral*; a modern novel.

Course N.—3 hours a week. (*Credit 6 hours.*) *A Survey of French Literature.* Prerequisite: French D, or its equivalent. The first semester is devoted to a survey of the influences which have persisted in the development of French literature from the periods of the Middle Ages, the Renaissance, Classicism, and Romanticism. The second semester is devoted to a study of French literature from 1850 as a reflection of French life, and in relation to its reciprocal influences with regard to other literatures.

Churchman, Lecoq, Young—*Manuel de la littérature française*; Sirich & Barton—*Harper's French Anthology*.

German

Course E.—4 hours a week. (*Credit 6 hours.*) *Elementary German.* Training in good diction. Reading aloud, conversation, oral composition, dictation, sight translation. Grammar and composition. Poems memorized, songs of German classic type learned.

Bacon, *New German Grammar*; *L'Arrabbiata* by Heyse; *Immensee* by Storm; *German Newspapers*.

Course F.—3 hours a week. (*Credit 6 hours.*) *Intermediate German.* Prerequisite, German E. Grammar, prose, oral composition, dictation, sight translation. Conversation stressed, class conducted in German. Poems and standard songs learned. Wagner operas studied. Scientific German begun with those interested. Outside reading on German mythology, history, customs, politics. German newspapers.

Composition Book: *German Prose Composition* by Osthaus and Biehrman; Baumbach's *Der Schwiegersohn*; Schiller's *William Tell*; Goethe's *Hermann and Dorothea*.

Latin

Course A.—4 hours a week. (1 unit.) *First Year Latin.* All regular inflections and the common irregular forms;

quantities; reading aloud; translation of sentences from Latin into English and from English into Latin; translation at hearing; derivation of words; sight reading of Roman stories.

Ullman and Henry, *New Elementary Latin*.

Course B.—4 hours a week. (1 unit.) *Second Year Latin*. (1) *First half-year*: Stories of mythology and Roman life. (2) *Second half-year*: *Cæsar's Gallic War*.

Ullman and Henry, *New Second Latin Book*.

Course C.—4 hours a week. (1 unit.) *Cicero*. Continued systematic study of grammar; Roman political institutions; structure of a typical oration; sight translation; oral and written composition.

Moore, *Orations of Cicero with a selection from his letters* (three orations against Catiline, Archias, Manilian Law, Verres); Allen and Greenough, *Latin Grammar*; Baker and Inglis, *Latin Composition* (Part II).

Course D.—4 hours a week. (1 unit.) *Vergil*. Appreciative study of the *Æneid*; literary and historical allusions; prosody; passages and short quotations memorized; lectures and class reports on topics related to epic poetry; sight translation; oral and written composition.

Knapp, *Vergil's Æneid* (Books I-VI); Allen and Greenough, *Latin Grammar*; Baker and Inglis, *Latin Composition* (Part III).

Course M.—(Alternate with N.) 3 hours a week. (1) (*Credit 3 hours first semester*.) *Livy*. Study of Livy in connection with Augustan period in Latin Literature and in comparison with other historians. Selections from Livy (Books I, XXI, and XXII) will be read.

Westcott's *Livy*.

(2) (*Credit 3 hours second semester*.) *Horace*. A study of the Odes for literary appreciation; review of prose composition.

Bennett's *Horace*.

Course N.—(Omitted 1939-40.) 3 hours a week. (Alternates with Course M.) (1) (*Credit 3 hours first semester.*) Studies in Prose, the Essay and the Letter. Cicero's *De Senectute* or *De Amicitia* and selections from Cicero's *Letters*. These will be compared with Pliny's *Letters*.

Abbott's *Selected Letters of Cicero*.

(2) (*Credit 3 hours second semester.*) *Roman Comedy*. A careful study will be made of the development of comedy in Latin Literature. Plays from Plautus and Terence will be read.

Elmer's *Terence*; Elmer's *Plautus*.

Spanish

Course E.—4 hours a week. (*Credit 6 hours.*) *Elementary Spanish*: Elements of grammar and pronunciation; reading and oral practice. (Open to Juniors.)

Imbert and Piñol, *Fundamentals of Spanish*; Wilkins, *First Spanish Reader*; Castello and Watson, *Spanish Tales and Fables*.

Course F.—3 hours a week. (*Credit 6 hours.*) *Intermediate Spanish*. Prerequisite: Spanish E, or its equivalent. Grammar, Composition, dictation, conversation; prepared and sight translation.

Imbert and Piñol, *Segundo de Español*; Hermanos Quinteros, *Doña Clarines*; Palacio Valdes, *La Novela de una Novelista*; Ricardo León, *Tipos y Paisajes*; Juan Valera, *El Pajaro Verde*.

History

Course B.—4 hours a week. (1 unit.) *World History*. This course provides a survey of man's progress. Emphasis is placed on the debt of modern civilization to the culture of the ancient orient. Main currents of the history of medieval Europe provide a background for the student's understanding of the revolutionary foundations of our complex modern

civilization. Map work is designed to give a working knowledge of the geography of the subject.

Pahlow, *Man's Great Adventure*; Bishop and Robinson, *Map Exercises, Syllabus, and Notebook in World History*.

Course C.—4 hours a week. (1 unit.) *English History*. In this course emphasis is laid on the development of constitutional government, particularly with its bearing on United States History. The McKinley Note Books are used for map work. From time to time papers are required on important events and great men.

Cheyney, *Short History of England, Readings in English History*. Reference work.

Course D.—4 hours a week. (1 unit.) *American History*. This is a clear and fair treatment of the causes leading to our war with Great Britain, to the War Between the States, and of present day political, social, and economic questions. Some knowledge of geography is assumed. There are regular parallel readings in contemporary documents and historical fiction. Each student prepares an essay on some important phase of American History or current civic problems. The course is completed by an intensive study of Civil Government.

David Saville Muzzey, *A History of Our Country*; Magruder, *American Government*.

Course M.—3 hours a week. (Credit 6 hours.) *Medieval and Modern History*. A thorough survey of the civilization of Western Europe from the decline of the Roman Empire to the present. The important political, economic, social and religious institutions of medieval and modern times will be studied.

Ferguson-Brunn, *A Survey of European Civilization*.

Course N.—3 hours a week. (Credit 6 hours.) *American History*. A general course forming a continuous history

of the United States from colonial beginnings until the present day. The major emphasis is placed on political development, diplomacy and international relations, but social, cultural and economic conditions are examined.

Muzzey and Krout, *American History for Colleges*.

Hygiene

Course M.—2 hours a week. (*Credit 4 hours*.) (Required course; may be taken in Junior or Senior year.) A general course, including the study of the anatomy and physiology of the human body, pathological conditions and applied hygiene.

Kirkpatrick & Heutner, *Fundamentals of Health*.

Mathematics

Candidates for graduation must at least have credit for Mathematics B and C.

Courses A* and B are so planned as to meet the college entrance requirements in Algebra, Course C in Geometry.

Course B.—*High School Algebra*, second year. 4 hours a week. (1 *unit*.) The course includes the Quadratic Formula; solution of quadratic equations; arithmetic and geometric progressions; exponents and radicals; solution of equations containing radicals; factoring of complicated types; simultaneous quadratic equations; graphs of circles, parabolas, ellipses, and hyperbolas; logarithms; binomial theorem; simultaneous linear equations in three unknowns.

Course C.—*Plane Geometry*. 4 hours a week. (1 *unit*.)

Course X.—*Business Arithmetic*. 2 hours a week. (Not counted for graduation; intended especially for business students.)

*Not offered at Saint Mary's.

*Course E.—*Solid Geometry*. 3 hours a week, first semester. (*Credit 3 hours, first semester.*) Prerequisite: Course C.

Course M.—3 hours a week. Prerequisite: Courses B and C.

(1) *College Algebra*. (*Credit 3 hours, first semester.*) The course includes a brief review of High School Algebra, and a study of complex numbers, theory of equations, permutations and combinations, probability, determinants, and partial fractions.

(2) *Plane Trigonometry*. (*Credit 3 hours, second semester.*)

*Course N.—*Analytic Geometry*. 3 hours a week. (*Credit 3 hours, second semester.*) Prerequisite: Course M.

Music History

Course E.—3 hours a week. (*Credit 6 hours.*) A survey course in the History and Literature of Music with emphasis on the development of an intelligent interest in and enjoyment of the best music. Constant use of Piano, Organ, and Victrola in presenting illustrations. Parallel reading required; excellent music library available. (Open to Juniors and Seniors; no previous musical training necessary.)

Finney, *A History of Music*.

Natural Science

Candidates for College Entrance and students expecting to become candidates for a college degree after leaving Saint Mary's must have had Course D.

Text: *The Nations at Work*, Packard and others.

Biology C.—3 hours a week recitation and demonstration and three hours laboratory practice. *Elementary Biology*. (1 unit.) (a) A study of the general principles of animal and plant physiology. (b) A brief comprehensive survey of the animal kingdom with special reference to the interrela-

*Given if requested by as many as five students.

tion of forms and to their economic importance. (c) The general principles of plant life, and the natural history and classification of the plant groups.

Individual laboratory work; stress laid upon accurate drawing and precise expressive description.

Alfred C. Kinsey, *An Introduction to Biology*.

Chemistry D.—*Elementary Chemistry*. 4 hours a week recitation and demonstration, 1 double-hour laboratory. (1 unit.)

This course is presented with two objectives in view; (1) to give a standard course for college entrance requirements; (2) to give some knowledge of the subject for its value in everyday life.

A student in this course learns the elementary facts used in Chemistry, the vocabulary used in expressing this point of view, and becomes familiar with the experimental method used by the chemist in the study of matter.

Brownlee and Others, *Elementary Principles of Chemistry and Laboratory Manual*.

Biology M.—*College Biology*. 2 hours a week lecture, 1 hour recitation and 3 hours laboratory. (*Credit 6 hours.*)

A comprehensive survey of the plant and animal classifications beginning with the unicellular forms and tracing their evolution to the most complex forms. A detailed study is made of the structure and physiology of characteristic types of all the groups of plants and animals.

Laboratory work consists of dissection of preserved forms, microscopic study and field trips.

Woodruff's *Foundations of Biology*; Baitsell's *Manual of Biological Forms*.

Chemistry N.—*College Chemistry*. 4 hours laboratory; 3 hours lecture and demonstration. (*Credit 8 hours.*)

The sources, preparation, physical properties, chemical reactions and uses of the common non-metallic and metallic

Smith's *Introductory College Chemistry, with Laboratory Manual to Accompany it*.

elements and their compounds are studied. The fundamental laws and accepted theories essential to a thorough understanding of chemical reaction are studied.

The commercial application and the relation of Chemistry in everyday life is emphasized.

*Course O.—2 hours a week. (*4 semester hours.*) Pre-requisite, Course N.

*Course P.—2 hours a week. (*4 semester hours.*) Pre-requisites, Courses N and O.

General College Physics E. (*Credit 6 hours.*) 2 hours lecture and recitation, 3 hours laboratory.

A course in College Elementary Physics planned to stimulate the students' interest in the increasing adaptations of Physics in modern everyday life. Correlated wherever possible with other curriculum subjects: Chemistry, Art, Music, Domestic Arts. The course treats of the fundamental principles of the entire subject with laboratory work and observational trips to fix these principles in mind. Open to Juniors and Seniors in alternate years with Chemistry N. Not given in 1938-39.

Psychology

Course N.—3 hours a week. (*Credit 6 hours.*) Introductory survey of the field of Psychology. (Open to Seniors.)

Dashiell, *Fundamentals of General Psychology.*

Social Sciences

Economics N.—3 hours a week. (*Credit 6 hours.*) Pre-requisite: History M or N. The principles and problems of economics made clear and interesting by practical application to leading financial and industrial questions of the day. Frequent reports on collateral assignments. (Open to Seniors.)

Kiekhofner, *Economic Principles, Problems, and Policies.*

*Given if as many as 5 students register for the course.

Government N.—2 hours a week. (*Credit 4 hours.*) An introductory course in American government and politics. The national government, state and local government, the powers of the people of the United States, and world relations are studied. (Junior and Senior elective.)

Ogg and Ray, *Essentials of American Government*.

Sociology N.—3 hours a week. (*Credit 6 hours.*) Analysis of social evolution; study of social ideals and control; causes and remedies of poverty and crime. (Open to Seniors.)

Ross, *Principles of Sociology* (New Edition); Dittmer & Colbert, *Social Problems* (Revised Edition).

SPECIAL DEPARTMENTS

ART

The aim of the Art Department is to afford an opportunity for serious study, and to give a thorough Art education, which will form the basis of further study in the advanced schools of this country and abroad; also, to enable pupils who complete the full course to become satisfactory teachers. All work is done from nature.

The Studio is open daily during school hours. Candidates for a certificate in the Art Department must pass satisfactorily the course in Drawing, Painting, and History of Art, and must also satisfy the academic requirements for a certificate, as stated on page 42.

The technical work in the *Fine Arts Course, leading to a certificate*, ordinarily requires a period of three years for completion. About half of this time is required for Drawing, and the second half for Painting.

Each student is assigned to at least five hours' work in the Studio each week. In order that self-reliance and originality may be developed, at least two hours of unsupervised work are required each week. During this time the student plans and finishes her own work, basing it on knowledge carried over from classes. There is also open to every Art student a course in History of Art, three hours a week, which is included in the charge.

I. *Drawing.* The student is instructed in *free-hand* drawing, whereby she is taught the fundamentals of good drawing, perspective, and proportion. This work is very important.

The student is taught theory of color, theory of perspective and theory of design; to design in black and white and in color; elementary water color.

Charcoal drawing of casts and still life and life drawing in pencil develops in the student a feeling of solidity and form; wash drawings in monochrome and sketches in pen and ink are made.

II. *Painting.* This includes work in oil or in water color. The student paints still-life groups; flower studies, landscapes from life, and portraits from life as she progresses.

III. *Commercial Art.* The technical work in the *Commercial Course, leading to a certificate*, requires a period of two years for completion and is planned to lay the foundation for professional work.

The First Year's Course consists of: Free-hand drawing of blocks and still life; historic ornament in colors; posters in color; lettering, color theory, perspective, design.

The Second Year's Course consists of: Mechanical drawing, advanced designing, fashion illustration, advertising art, including lettering, posters, layout, etc.

IV. *Special Courses.* Pupils who do not wish to take the regular course may take any of the above courses.

COMMERCIAL COURSE

The Commercial Department of Saint Mary's was established in 1897 to meet the growing demand for instruction in the commercial branches, which are more and more affording women a means of livelihood. The course is planned to accomplish this purpose as nearly as possible.

The curriculum embraces thorough instruction in Stenography, Typewriting, Bookkeeping, Arithmetic, English, Filing, Spelling, and Office Practice. Business Law is offered as an elective.

Students taking The Commercial Course ordinarily complete it in one school year.

Students may take either the full course or any part of it.

Graduates of the Department have been very successful in their practical business engagements, and are the best recommendation for the work of the department.

Requirements

In order to be well prepared to take the course to advantage, students, before entering the Commercial Department, must have completed satisfactorily the work of the Preparatory School or its equivalent, *i. e.*, two years of High School work.

Attention is called to the fact that the services of a stenographer and her ability to command a high salary depend not only on her technical skill in actual typewriting and stenography, to which much may be added by practice afterwards, but to the preliminary mental equipment with which she undertakes her technical preparation.

Awards

The *Commercial Certificate* is awarded those students who complete the work of the full course, including Stenography, Typewriting, Bookkeeping, English X, Mathematics X, Spelling, Filing, and Office Practice.

A partial Certificate is awarded students who complete the whole course except for Bookkeeping.

Courses

Stenography, Theory of Shorthand, and Transcription.—9 hours a week.

The Dr. John Robert Gregg System of Shorthand is used. This is an almost universal system, is easily acquired, and meets all the demands of the secretary and reporter.

The student must attain a speed of at least 80 words a minute from dictation and a transcription speed of one-half of her typing speed. Pins and Certificates are offered by Gregg Publishing Company. Advanced transcription is offered to those who have met the above requirements at Saint Mary's or any other school.

Texts: Gregg Shorthand, Functional Method, Vols. I, II; Louis A. Leslie, *Functional Method Dictation*; Gregg Writer. Material dictated from: Lillian Grissom Wilson, *Progressive Dictation*; W. L. Gross, *Short Business Letters for Dictation*; Charles E. Zoubek, *Dictation for Transcription*; Charles E. Zoubek, *Dictation at Intermediate Speeds*; Gregg Writer Tests.

Typewriting.—5 hours a week. The *20th Century Typewriting Manual* is used, which calls for touch typewriting. To obtain the Certificate the student must have attained a speed of 50 words a minute from dictation, and 40 words from printed matter. Special emphasis is placed upon letter forms, tabulations, mimeographing, carbon copies, etc.

Filing.—1 hour a week. A study of the history and evolution of filing and a knowledge of alphabetic, numeric, Triple Check Automatic and geographic filing is acquired through the actual filing of miniature letters.

Text: Remington Rand Individual Student Equipment and Supplies.

Commercial Law.—2 hours a week. A study of the fundamental principles of Contracts, Agency, Negotiable Instruments, Common Carriers, Insurance, Partnerships, and Corporations, illustrated with discussions of actual cases.

Text: *Business Law and Procedure*, by Thompson, Rogers, Travers.

Business English.—2 hours a week. First semester: Review of grammar and punctuation. Second semester: Study of the Business Letter and a review of the principles learned in the first half year's work by their application to transcription.

Text: Hagar, Wilson, Hutchinson, *The English of Business*, Gregg Publishing Company.

Bookkeeping.—4 hours a week. This course gives the student the understanding of bookkeeping and business procedure that he will need as a citizen regardless of how he may make his living. This course in bookkeeping and accounting instruction provides personal, social, economic, educational, and vocational values.

Text: *20th Century Bookkeeping and Accounting*, by Baker-Prickett-Carlson.

Spelling.—1 hour a week. Correct spelling and vocabulary building.

Office Training.—1 hour a week. A study of the office routine. A typical day's work in an imaginary office is arranged for each student.

EXPRESSION AND DRAMATICS

The faculty of expressing oneself clearly and effectively is valuable in every calling. A well-trained voice and clear enunciation are equally desirable in ordinary conversation and in public speaking. The purpose of the study of expression and dramatics is to attain these ends; to broaden the power of individual thinking, to awaken a love and appreciation of literature by the lucid interpretation of it to others.

Regular Required Work

Class Expression

Students of the Freshman and Preparatory classes are required to take a period of Expression each week in connection with their regular work, and for this there is no extra

charge. The course is primarily intended to give the student practice and facility in reading aloud. Particular attention is paid to the standing position, pronunciation, projection, breath control, and the correction of mannerisms, leading the student to read intelligently so as to give pleasure to the listener.

The Certificate Course

The regular course of study for a certificate in expression covers a period of two years. The work of each year is divided into two semesters, and Junior and Senior courses. The classes are limited in number so that each pupil receives individual attention.

Outline Of The Course For Certificate

Junior Year

Vocal Training.—Breath control, tone placing, phonetics, resonance, pitch, flexibility.

Physical Training.—Gesture and freedom of the body. Carriage and poise in walking, standing, and sitting. Pantomimic training.

Literary Interpretation.—Selection, adaptation, and methods of presentation of poetry and prose for public recitals and class room.

Play Production and Theatre Technique.—Characterization, analysis, and interpretation of classic and modern drama, stage craft, directing, lighting, make-up, costuming.

Recitals and presentation of one act plays are required of all students taking the certificate course. They not only appear in plays but are given an opportunity to direct them as well. Only plays of literary merit will be studied.

Expression pupils are admitted to the Dramatic Club, which offers them the advantage of the study and presentation of at least two good plays during the year.

The academic credit for this course is 6 *semester hours* for each year, or 1 *unit* in the high school department when

the student is working for a certificate. The class meets 3 hours a week.

Senior Year

In the Senior Course the Junior principles are reviewed and continued, with more difficult assignments for the voice, diction, interpretation of prose, poetry, and drama, and requiring a very careful application of technique. Recitals and presentation of plays are also required in the Senior year. Frequently students are heard over the local radio station in monologues, poems, or other dramatic programs.

Awards

As in other departments, the Certificate is awarded only on condition that the student has completed the required Minimum of Academic Work in the "College" (see page 42).

The Certificate is granted on the completion of the work of the Senior year.

Students wishing to take a special course in platform recital work are required to give a public recital. This course includes the principles taught in the Junior and Senior years.

SPEECH

In this special course English phonetics, pronunciation, tone production, and the improvement of speech are studied.

Extemporaneous speaking. Group practice in Choric Reading included in this course.

1 hour each week.

Texts studied in the various courses:

Avery, Dorsey and Sickels, *First Principles of Speech Training*.

Birmingham and Krapp, *First Lessons in Speech Improvement*.

Leland Powers, *Practice Book*.

Katharine Anne Ommanney, *Stage and School*.

Hilliam Bosworth, *Technique in Dramatic Art*.

Madame Eva Alberti, *The New Pantomime*.

Marjorie Gullan, *The Speech Choir*.

HOME ECONOMICS

The work of the Home Economics Department is planned to give both practical and scientific training in the courses offered. Special attention is given to developing initiative and skill in the student, and the knowledge of the importance of wise selection and economical purchase.

The courses in this department are now open without extra tuition charges to all regular students, and carry academic credit as indicated, the expense of class room supplies is additional.

Well equipped laboratories for cooking and sewing afford excellent facilities for class work, and for training in the activities of practical housekeeping.

Awards

The *Certificate in Home Economics* is awarded on the completion of the six courses (D, M, N, and D-I, M-I, and N-I) to those students who have also completed the Minimum of Academic Work in the "College" required for all Certificates. The Minimum of Academic Work is the same as for Certificates in other departments except that Science F (Household Chemistry) must be included in the 3 *elective units*.

Courses

Course D.—4 hours a week. ($1\frac{1}{2}$ unit or 4 semester hours.) *General Cooking*.

The course includes the following: A study of the general principles of food selection and preparation, of the fundamentals of nutrition and its relation to personal health, a comparison of different fuels, their use and cost, and the care and preservation of food.

Harris and Lacey, *Everyday Foods*.

Course M.—4 hours a week. (1 unit or 4 semester hours.) *General Cooking.*

The course is built on a meal basis, with attention given to the food requirement of a family, the nutritive value, proper selection, combination and cost of foods.

Regular meals are prepared and served, special attention is given to table service, service for afternoon teas, etc.

Rose, *Feeding the Family.*

Course N.—4 hours a week. (4 semester hours.) *Advanced Cookery.*

Preparation of food for invalids and young children. Each student must prepare and serve a three-course luncheon. Attention is given to the production, manufacture and distribution of foods and food material, the factors governing the cost of food and how to market wisely.

Halliday and Noble, *How's and Why's of Cooking*; Stanley and Cline, *Foods—Their Selection and Preparation.*

Course D-I.—4 hours a week. ($\frac{1}{2}$ unit or 4 semester hours.) *General Sewing.*

The aim of this course is to teach students to choose, plan and make clothes which are becoming in line, construction, color and texture and are within one's means, and to apply this knowledge in the making of household linens.

This course includes simple hand sewing applied to household linens and to garments for the student, ornamental stitches, the use and care of the machine, a study and use of commercial patterns and textiles.

Baker, *Clothing Selection and Purchase.*

Course M-I.—4 hours a week. (1 unit or 4 semester hours.) *Advanced Dressmaking to follow the General Course.*

It is the aim of the course to teach students to apply the principles of good taste to the problems of clothing, household furnishing and everyday living. The course includes a

review of principles learned in the General Course in sewing, construction of more advanced garments, and effort is made to develop good judgment in selecting or creating a wardrobe.

Goldstein, *Art in Everyday Life*.

Course N-I.—4 hours a week. (*4 semester hours*.) *Clothing Construction, Advanced*.

This course deals with problems involved in handling different types of materials and designs, the problems involved in tailoring and in the making of children's garments.

Latzka and Quinlea, *Clothing*.

Course E.—2 hours a week. (*4 semester hours*.) *Household Management*. A General Survey Course. Open to Juniors and Seniors only.

Recitation, lecture and demonstration. To prepare girls for daily living by teaching them to do better the things they would expect to do in their own homes for successful living. This course includes training in various factors of home-making, such as food value, budgets, clothing, house management and the æsthetic value of family life.

Course X.—2 hours a week for half-year. A Home-making Course. Open to Seniors. *Household Management and Home Nursing*. Lectures and demonstrations. (See page 46.)

MUSIC

General Remarks

Music is both an art and a science. As such, the study of music trains the mind, touches the heart, and develops the love of the beautiful. The importance of this study is being more and more clearly realized by schools, and its power felt as an element of education. In this department no pains are spared in preparing the best courses of study, methods of instruction and facilities of work.

It is the aim of the Music Department of Saint Mary's to give students such advantages in technical training, in interpretative study, and in study of musical form and structure, as will enable them not only to develop their own talent, but also to understand and to appreciate the beautiful in all music. Courses of study are offered in Piano, Voice, Organ and Violin.

The department is equipped with six grand pianos and twenty uprights. There is a Mehlin Concert Grand for recital purposes in the Auditorium.

Organ pupils are instructed on a new three-manual Hall organ, with seventeen stops.

Each student receives two half-hour lessons each week in the branch of Music she is pursuing. She is also required to take a course in Theory, one hour a week. Students of Voice are also members of the Chorus, one hour a week.

The tuition charge for all courses in Music is included in the General Charge, but no student may elect more than two courses.

Concerts and Recitals

For the purpose of acquiring confidence and becoming accustomed to appearing in public, frequent recitals are given by the music students, either in the Auditorium before Faculty and Student Body or in one of the Teacher's studios before a small group.

Public recitals are given by the advanced pupils during the second term of the school year.

A series of Faculty recitals is given during the year; there are frequent opportunities both at Saint Mary's and in the city for hearing visiting artists.*

The Choir

No part of the school music is regarded as of more importance than the singing in Chapel. The whole student body attends the services and takes part in the singing. The best voices are chosen for the choir, which leads in all the Chapel music, and often renders special selections; for the purpose of special practice, the choir meets twice a week. The students in this way become familiar with chanting, with the full choral service, and with the best church music. Membership in the choir is voluntary, but students admitted are required to attend the rehearsals.

A short rehearsal of the whole school is conducted in the Chapel weekly.

*At the discretion of the school authorities, a fund, not to exceed \$5.00, may be set aside from the classroom supplies deposits for the use of the student for lectures or concerts.

The Glee Club

The Glee Club is not confined to the music students, but is open to all students of the school. In rehearsals, the student is given the fundamentals of tone production, diction, and interpretation. The Glee Club gives a public performance of a Gilbert and Sullivan Opera in the spring. At the Annual Commencement a vocal ensemble, chosen from the Glee Club, appears in a group of two and three part songs.

From the members of the Glee Club voices are selected by the Chorus Conductor for special work. Membership is voluntary. However, parents are urged to require this work of their daughters, if they are deemed fit for it by the Conductor. When a student is enrolled, regular attendance at rehearsals is required.

Relation to the Academic Department

Studies in the Music Department may be pursued in connection with full academic work, or may be the main pursuit of the student.

Study in the Music Department is counted to a certain extent toward the academic classification of regular students of the Academic Department.* The theoretical studies count the same as academic studies. The technical work is given academic credit in accordance with the rules stated below.

Pupils specializing in music are required to take academic work along with their musical studies. This is in accordance with the prevailing modern ideals in professional studies and the pursuit of special branches which require some general education in addition to the acquirements of a specialist. Certificates in Music are awarded only to students who have completed the required minimum of academic work. (See

*See pages 36 and 44.

page 42.) Requirements for a Diploma in Music are given on page 78.

*The *technical* work in Music is also credited for academic classification, as follows:

The completion at the School of the technical work in the Freshman, Sophomore, Junior or Senior class in Music will entitle the student to academic credit for the work of each class thus completed under the following conditions:

(1) Not more than one course will be credited in any one year in Piano, Voice, Violin or Organ—whether one or more of these subjects is studied.

(2) Not more than 2 high school *units* and 12 *semester hours* may be earned in all.

Courses M and N may be counted as college credit.

(3) In order to be entitled to credit for the technical work of a given class in music, the student must also have completed satisfactorily the theoretical work of that class.

Entrance Requirements

Students entering the Department will be given both theoretical and practical examinations and placed in the grade they are qualified to enter.

It is most desirable and is strongly urged that the student, on entering, have previously a good working knowledge of the scales, the staff, notation and time values. A review of these rudiments will take place at the beginning of Theory.

Students presenting certificates from teachers authorized by the Art Publication Society to teach the Progressive Series will be allowed full credit for work accomplished and be placed in the succeeding grade without examination.

*For amount of credit see "Academic Credit for Work in Other Departments," page 42.

The Courses

The courses in Music are divided into *Theoretical* (including for convenience History of Music) and *Technical*.

Theoretical Courses

(One hour each per week. Freshman and Sophomore courses counted together with technical courses to give one *unit* credit for each course.)

Theory. (Freshman.) Scales; Intervals; Rhythm; Dictation.

Harmony I. (Sophomore.) Elementary Harmony, Analysis and Form.

Harmony II. (*Credit 2 hours.*) (Junior.) Advanced Harmony, Analysis and Form.

History of Music. (*Credit 2 hours.*) (Senior.)

Much importance is attached to ear-training, which is continuous throughout the courses. Training in the appreciation of music is carried on in all classes, both theoretical and practical, in addition to special lectures devoted to this subject.

Technical Courses

In general, each course corresponds to a year's work for a pupil with musical taste. But even faithful work for some pupils may require more than a year for promotion.

Piano

Course C.—(*Freshman.*)—Major and harmonic minor scales, hands separate. Major arpeggios, hands separate, moderate tempo.

Studies: Duvernoy, Czerny, Heller.

Course D.—(*Sophomore.*)—All major scales, hands together. All minor scales, and arpeggios in three positions, hands separate.

Studies: Czerny, Heller, Bach.

Course M.—(*Junior.*)—All scales, hands together. Major and minor arpeggios, hands together.

Studies: Cramer, and others; Bach.

Course N.—(*Senior.*)—Six major and six harmonic minor scales in thirds, sixths and tenths, and in contrary motion. Dominant and diminished seventh arpeggios.

Studies: Clementi, and others; Bach.

Awards

The Certificate of the Department is awarded under the following conditions:

1. The candidate must have completed the work, theoretical and technical, of the Senior Class in the Music Department.
2. The candidate must have been for at least two years a student of the department.
3. The candidate must have finished the technical work required and have passed a satisfactory examination therein, at least one-half year before the certificate recital which she must give at the end of the year.
4. The candidate must have completed the required minimum of Academic Work. (See page 42.)
5. The candidate for certificate in Voice must have completed Sophomore year in piano (Course D).

Voice

Course B.—(*Preparatory.*)—Foundation principles of breathing, tone production and enunciation. Sieber 8 measure exercises. Easy songs.

Course C.—(*Freshman.*)—Development of technic. Elementary vocalises by Concone, Spicker, and others. Songs.

Course D.—(*Sophomore.*)—Continued development of technic. Vocalises by Marchesi, Lamperti, Spicker. Songs and easy arias from oratorio and opera.

Course M.—(*Junior.*)—Advanced work in technic. Vocalises. Interpretation of classic songs and arias.

Course N.—(*Senior.*)—Advanced technic applied in vocalises, classic songs in English, French, and Italian. Oratorio and opera. Preparation of recital program.

Organ

Before beginning the study of the Organ, the pupil must have finished Course C in Piano.

Course C.—(*Freshman.*)—Clemens' *Modern School for the Organ*. Exercises in varieties of touch and in part playing. Easy pieces.

Course D.—(*Sophomore.*)—Clemens' *Modern Pedal Technique*, Vol. 2; Carl's *Master-studies*; J. S. Bach's *Short Preludes and Fugues*.

Course M.—(*Junior.*)—Clemens continued. Carl continued. Bach's *Preludes and Fugues*. Sonatas by Merkel, Mendelssohn and Guilman.

Course N.—(*Senior.*)—Bach's *Preludes and Fugues*, and *Trio Sonatas*. Sonatas and symphonies, classic and modern. Preparation of recital program.

The usual supplementary studies in hymn-playing, service accompaniment, sight-reading, modulation, registration, and structure of organ, are given progressively throughout the course.

Requirements for Certificate in Organ

The requirements for a Certificate in Organ include the completion of the Senior Course in Organ and of the Sophomore Course in Piano; two hours' daily practice (at least one at the organ) during the Senior and Junior years; and a public recital.

Violin

The course in Violin is indicated in the summary given below. Pupils of the department, if sufficiently advanced, may take part in the Orchestra, which is included in the regular work of the department.

Course C.—Correct Position and Finger Work; Bowing; Scales; Wohlfahrt Elementary Method; Mittell's Popular Graded Course, Book I.

Course D.—Scales continued; Bowing; Wohlfahrt Easy Melodious Studies; Kayser Elementary and Progressive Studies, Book I. Easy solos.

Course M.—Exercises by Schradieck; Hrimaly Scales; Kayser Progressive and Elementary Studies, Book II. Suitable pieces.

Course N.—Kreutzer Studies; Hrimaly Scales; Concertos by De Beriot Seitz, or Alard. Solos adapted to the need of students. Public recital.

A knowledge of piano, sufficient to play second grade pieces at least, is required in the case of pupils in the last two courses.

Major Course in Music

Students who wish to specialize in music may modify the course outlined on pages 44-45 according to the following plan:

Freshman Year			Sophomore Year		
	Hours	Unit		Hours	Unit
Applied Music	4	1	Applied Music.....	4	1
Theory and Ear			Harmony I.....	4	1
Training	4	1	Modern Language....	4	1
Modern Language....	4	1	English	4	1
English	4	1			

Junior Year		Senior Year	
Applied Music, 6 <i>hours</i>		Applied Music, 6 <i>hours</i>	
Theory, 2 <i>hours</i>		History and Music Literature,	
English, 6 <i>hours</i>		6 <i>hours</i>	
Modern Language, 6 <i>hours</i>		English, 6 <i>hours</i>	
Hygiene, 4 <i>hours</i>		Modern Language, 6 <i>hours</i>	
Harmony I, 2 <i>hours</i>		Elective, 4 <i>hours</i>	
		Harmony II, 2 <i>hours</i>	

A diploma in Music will be given on the completion of this course.

This course is not designed to meet degree requirements if the student transfers to a four-year college.

PHYSICAL EDUCATION

Aims: The aim of the physical education department at Saint Mary's is to develop and train the whole individual through physical activities; that is, to enable the student to realize her greatest capacities physically, mentally, and socially. The selection of the activities is influenced by the needs and interests of the students.

The general objectives of the department are:

1. To develop and maintain organic health.
2. To correct physical defects.
3. To encourage creative expression and æsthetic appreciation.
4. To provide immediate recreation.
5. To provide a foundation for future leisure-time activities.

Equipment

The spacious gymnasium in Clement Hall is well lighted and ventilated. It is equipped to carry on a varied program in physical education. In addition, there are the following outside facilities, a well graded athletic field for hockey and other field sports, five tennis courts and permanent courts for deck tennis, badminton, paddle tennis, and volley ball.

In 1926 the installation of the new swimming pool was completed. It adjoins the gymnasium in an indoor space, 40 by 110 feet. The tiled pool is 20 by 50 feet, with a depth graduation from 3 to 8½ feet. The water is heated and purified by use of a violet ray apparatus. In connection are dressing and locker rooms, and the shower room with ten individual showers.

Medical Examination

At the beginning of each session, the school physician examines all new students. For those whom he considers not physically fit to participate in the regular physical education curriculum, a modified program is provided.

Physical Examinations

In addition to the medical examination, there is the examination given by the physical education department. Students having poor posture are required to attend a class in which they are given individual remedial exercises in body mechanics, and are guided to an intelligent appreciation of the importance of good posture. At the end of the year a second examination shows the degree of improvement.

Program

Two hours of physical education a week is required of each student, unless she is excused by a physician. One of these hours is devoted to a course in the fundamentals of dance rhythms. The other hour is devoted to either games or swimming instruction.

Required

Dancing.—Dancing offers the students an opportunity to find pleasure and satisfaction in rhythmic movement and creative activity. A thorough foundation is given in rhythm and the fundamental forms of locomotion. The students are acquainted with limitless types and qualities of bodily movement, and are encouraged to create patterns in movement.

Games.—Each girl receives instruction in the skills and rules of individual games, ping-pong, badminton, tennis, deck tennis, paddle tennis, zelball, darts, and shuffleboard. Equally careful instruction is given in team games, kickball, soccer, field hockey, baseball, basketball, hit-pin baseball, and volley ball.

Swimming.—Each student is required to attend swimming classes, unless she is excused by a physician. The course includes instruction in the strokes, diving, and fundamental skills of caring for oneself in the water. Beginners receive special attention.

Electives

Electives in games and dancing give the student an opportunity to procure an advanced knowledge of sports and rhythms as well as additional physical recreation.

Dancing.—Classes in tap, folk, and social dancing are offered for the students who are interested in acquiring further knowledge of the dance.

Games.—All games included in the regular class program are also offered as extra-curricular activities.

Swimming.—Girls desiring to improve their proficiency in swimming and diving may receive additional instruction in an advanced swimming class.

Horseback Riding and Golf Lessons

Horseback riding and golf lessons under competent instruction and supervision may be secured at reasonable charges. Students must secure written permission from parents to ride horseback.

GENERAL SCHOOL REGULATIONS

A student who enters Saint Mary's signifies her desire to be loyal to the School, to be honorable and trustworthy in her activities as a member of the student body, and to accept responsibility as well as the privileges of self-government. It is hoped that each student, by her kindness and consideration of others, will contribute to the ease of living and happiness of the School group.

The Student Government Association has formulated house regulations to promote successful group living and to protect life and property. Each student conforms to these regulations. Infringements are given consideration by the Student Honor Council, acting alone or with the Executive Council.

Local students, while present, are expected to conform to all the household requirements of the School.

The desires of parents will always be carefully considered, but the final authority in all cases is vested with the President. It is understood that in sending a student to the School the parent agrees to submit to such rules as are necessary for the good of the School as a whole. Parents wishing students to have special permission for any purpose should communicate directly with the President, and not through the student.

Students, upon arrival in Raleigh, are required to report immediately at the School, unless other plans have been approved by the School authorities. When school closes, students are expected to leave for home as soon as possible. Special letters to parents covering these regulations in greater detail are issued annually.

No student will be permitted to take less than the minimum hours of work.

Written explanations must be presented by students requesting excuse for absence, tardiness, or lack of preparation in any duty.

No student is excused from any of the regular school examinations, and all examinations missed by reason of illness must be made up.

Attendance

All students are required to arrive in time for the opening of the School session and to remain until it closes. If they arrive late without permission they are liable to forfeiture of their places in the School. If withdrawn before the close without such approval, their connection with the School is permanently terminated and their claim to a certificate of honorable dismissal is forfeited.

Holidays

The Christmas holiday is, as a rule, of two weeks' duration. Every student is required to return on time at its close.

There is no Easter holiday, and students are not to leave the school at this season. Only one day is given at Thanksgiving; students making the Honor Roll are entitled to a day's extension. All Saints' Day, Ash Wednesday and Good Friday are Holy Days.

There is a recess of six days in March.

Students whose conduct is satisfactory are allowed the privilege of going home for one week-end each semester. Additional week-ends may be earned by good scholarship and good citizenship. Necessary trips home for medical purposes will be substituted for week-end privileges.

Absence

Except for the recesses mentioned above, students are allowed to leave the School only in cases of severe illness, or for some other reason so important as to seem sufficient to the School authorities. A written application should be made as early as possible directly by the parent to the President.

An extension of permitted absence must be obtained before the expiration of the time for which the original permission was given.

No absence whatever can be allowed during the week preceding or following Christmas or Spring holiday, or from Palm Sunday to Easter, inclusive.

A student who overstays her absence without permission and approval from the School authorities may by that act terminate her connection with the School.

General Discipline

With regard to discipline it is desired to have as few rules and to grant as many privileges as possible. But in so large a community the rules must be obeyed uniformly and enforced impartially, and privileges must be withdrawn if they are abused or work injury to the individual or the School. It should be remembered that no privilege can be allowed to any one which could not, *under similar circumstances, be allowed to all* who ask for it. In working together for the good of the whole School both parents and School authorities will in the end succeed best in securing the good of each individual.

A student, who for reasons of conduct or scholarship, or whose influence in the opinion of the Executive Committee is injurious to the student body, or to the welfare of the school, may be requested to withdraw.

Visits

The presence of a parent in Raleigh does not in any respect excuse a student from any regulations of the School, and only in most exceptional cases may special permission be granted.

The President is glad to have parents visit their daughters in Raleigh as often and for as long a time as may be conveni-

ent to them, and she will take pleasure in granting all possible privileges, not inconsistent with the welfare of the School, to enable parent and daughter to see each other. It is, however, not convenient to have parents spend the night at the school. In general, *students are not excused during school hours*, and no exception is made to this rule, except where a parent from a distance happens to stop over in Raleigh for only a short stay. Except for very serious necessity, parents are urgently requested not to ask that their daughters come to the Railway Station to meet them.

No student is allowed to spend the night outside of the School except with her mother, or one who sustains a mother's relation to her.

All visitors are received in the parlor.

Invitations to students should be sent through the President.

Church Attendance

As Saint Mary's is distinctly a Church school, all resident students are expected to attend all Chapel services.

Room Assignments

In assigning room place to a student her length of attendance, age, classification and the date of formal application will be considered.

Until May 1st of each year the applications of returning students have preference over the applications of new students in the designation of the choice of room-places for the following year. Definite room-places will not be assigned unless applications are regularly made for all the room-places in that room. If a student who files her reapplication has no prospective roommate with application on file she may sometimes be assigned to a definite hall, but not to a definite room. The assignments made will be posted as reapplications are received.

On May 1st all applications of new students are listed for room assignment in the order of the date of their receipt and all subsequent applications are listed as received.

Relative to any definite room assignment, the right to change a student at any time from one room to another is not waived if it is best for the order of the School.

For the protection of the student body, the school reserves the privilege of examining the rooms and the contents of furniture and trunks.

Communications

The right is reserved by the School to make such rules as may be required for the regulations of receipt of telegrams, telephone calls, C. O. D. packages, and special delivery letters addressed to students. Post Office money orders may be collected or obtained through the Business Manager's Office.

Students will not be called from classes or other scheduled appointments to answer the telephone. As no night operator is on duty, the School should not be called on the telephone between the hours of 9:45 P.M. and 7:30 A.M., except in emergency.

Dress

Parents will confer a favor by maintaining simplicity in the dress of their daughters; dresses of extreme style may not be worn.

All students are expected to wear simple white dresses on Easter morning and at Commencement.

The Dress Regulations as approved for the current session follow: Articles required include: one pair of low-heeled walking shoes and rubbers; one pair bedroom slippers (not

mules) ; suitable hats, dresses, suits and coats. Articles which should not be brought to school include: elaborate evening dresses, expensive jewelry. The school cannot be responsible for the loss of clothing, money, or jewelry of any kind.

Dressmaking should, so far as possible, be attended to at home, as there is neither time nor opportunity for it at Saint Mary's, except as given in the Domestic Art course.

Health Precautions

Students exposed to contagious diseases should not return to the School without previous consultation with the School authorities.

Inoculation for immunity against smallpox and typhoid is strongly advised, this to be administered at home during vacation before entering the School.

Eyes and teeth should be attended to before the student enters school. *Such work as is necessary during the school year should be done in Raleigh.*

Food

It is a universal experience that boxes of food constantly cause sickness, hence it is recommended that students receive only one box of food at Thanksgiving and one at Easter. Candy may be sent occasionally, fruit at any time, and a cake at the student's birthday.

Students' Supplies

Each new resident student is required to furnish: Six sheets, 63 x 90 ; one pillow ; three pillow cases, 42 x 34 ; suitable spreads, blankets and comfort for single bed ; six linen napkins, 20 x 20 ; six towels ; one large shoe bag ; umbrella ; hot water bottle.

A standard Gymnasium costume, including one blue washable tunic, two white blouses, two pair socks and one tank suit, is required. This outfit may be procured after the student's arrival from a local shop at a cost of approximately \$8.15, a price approved by the school. Payment may be made to the shop upon delivery of outfit, or with permission, charged on the classroom supplies account.

The student should provide for herself a white bathing cap and a pair of white keds or similar gymnasium shoes.

These supplies, excepting table napkins, and all articles of clothing must be marked with name tapes giving owner's full name, not merely initials. Blanks for securing the inexpensive name tapes recommended as satisfactory will be furnished upon request by the Business Manager.

Students should send bedding and towels needed for the first night at school by insured parcel post, addressed to themselves, care Saint Mary's School, Raleigh, North Carolina, on or before September 10th, 1939, that their rooms may be ready for occupancy on arrival. No other personal belongings should be included.

Personal Funds

For spending money a limited, monthly allowance is recommended as tending to give the student a proper sense of the value of money and certain business training and responsibility in its use.

Parents may make deposits with the school office and designate the sum to be paid during each week to the student, or furnish her a checking account and designate the sum of checks to be cashed during each week.

Students are advised to deposit their money in the school office and not keep it in rooms.

The school cannot pay bills or advance funds to students for any purpose. Bills must not be contracted at the stores and the attention of merchants is called to this regulation.

Laundry

The school operates its own laundry and an allowance is included in the General Charge for each student of \$2.00 per week or \$35.00 for each Half-Year at regular laundry prices. Laundry lists with prices will be sent upon request. Students are expected to limit the number of fancy pieces. If the allowance is exceeded, one-half of the excess is charged on the student's "Classroom Supplies" Account.

Medical

The following statement with regard to the School Physician was adopted at the May, 1914, meeting of the Executive Committee:

"The health of the School is under the charge of the School Physician, and all boarding students are under his care, but with the previous consent of the President and the School Physician some other reputable physician may be called in to meet the School Physician in consultation."

The charge involved, which is included in the General Charge, entitles resident students to the attention of the School Physician in all cases of ordinary sickness, and to such ordinary medical supplies as may be needed, without further charge. Cases of contagious diseases, major surgery, special treatment of eyes and ears and dental services, however, are not included; the expense of these, when necessary, must be borne by the parent or guardian. It is understood that any patron may, if so inclined, pay a special fee to the School Physician, in case of extraordinary or long continued sickness. All special prescriptions are charged extra.

FINANCIAL SECTION

Registration

Upon the students' reporting at school for registration the parents (or guardians) become responsible for the payments of all charges for the full school year, which covers the period from mid-September to June 1st, approximately. No student is accepted for a shorter period than the full school year, or that portion of the full school year remaining after the date of her entrance.

It is important that students report for registration on the dates given in the school calendar. A penalty charge of five dollars is made for late entrance.

No reduction is made on account of the absence or voluntary withdrawal of the student for any reason other than her protracted illness of six weeks or more, as evidenced by certificates from two physicians, one of whom shall be the school physician. Under these conditions, the school will allow a reduction of one-half the pro rata General Charge for the period the student is absent from school, or from the date her room place is surrendered, thus sharing the loss equally with the parent. Adjustments of illness reduction will be made at the end of the school year during which the illness occurs.

All payments must be met promptly when due, or the student may be debarred from classes and all school activities and her withdrawal from the School be required.

Charges

General Charge—for the session.....	\$700.00
Classroom supplies and miscellaneous charges.....	50.00

The General Charge covers tuition in all Academic, Business, and Fine Arts courses:—Art, Expression, Organ, Piano, Voice, and Violin, but no student may register for more than two Fine Arts courses, with limitation of credits in these subjects as stated on pages 36 to 47.

Also included in the General Charge are the charges for board, room expense, laundry, contingent, medical, and library fees.

As indicated above, a regular student may register at a maximum cost of \$750.00 for the session, the expense for clothing, room supplies, and spending money being the same at Saint Mary's as in their own homes.

Miscellaneous Charges

The policy at Saint Mary's is to keep all additional miscellaneous charges at the absolute minimum and all possible cooperation is given the student with this end in view. The following schedule itemizes these charges, which are carried to the student's Classroom Supplies Account. Her classification determines those items to be charged. These total charges for the large majority of our students do not exceed fifty dollars for the session.

Laboratory Charges (for each half-year) :

Biology.....	\$ 2.50
Chemistry.....	5.00
Domestic Science.....	5.00
Physics	2.50
Use of Church Organ (for each half-year).....	10.00
Use of Piano (for each half-year).....	5.00
Supplies in Art Department (for each half-year).....	15.00
Supplies in Domestic Art (for each half-year).....	15.00
Lectures and Recitals (maximum for each half-year)..<	2.50
Diplomas: High School Department (graduates).....	2.00
College Department (graduates).....	5.00
Certificates: Special Departments (each).....	2.00
Late Registration (penalty).....	5.00
Special Examinations (each).....	1.00
Duplicate Transcript of Record (each).....	1.00
Special Chaperonage (per hour).....	.50
Student Activities (maximum for the session).....	10.00
Gymnasium Outfit (maximum).....	8.15

Payments**General Charge**

Full payment of the General Charge for the session, \$700.00, may be made upon date of students' registration, but a minimum payment of \$475.00 is required on or before the September registration date with the deferred payment of \$225.00 to be made on or before the date school reopens after the Christmas vacation. Students are not eligible for class room work or to take examinations if General Charge payments are in arrears.

**Miscellaneous Charges
Classroom Supplies Account**

To this account is charged, as needed, the students' necessary classroom supplies, chiefly books, and the miscellaneous charges applying to her individual classification.

Diploma and certificate charges are made when students become candidates for these honors.

The present high prices of classroom supplies force us to notify our patrons that at least fifty dollars must be budgeted to this account. Two deposits of twenty-five dollars each are required, the first to be made on or before the September registration date and the second when the first deposit has been reduced to one dollar by purchases charged. The second deposit is generally needed in November.

All regular students are required to have a credit balance of at least twenty-five dollars in this account when school reopens after the Christmas vacation.

Charges may not be made to this account when the credit balance has been reduced to one dollar. When this occurs, both students and parents are notified and the additional deposit recommended should be made immediately. Students without required supplies cannot be successful in their classroom work.

Credit balances in this Classroom Supplies Account are refunded to parents not indebted to the school, soon after the close of the session. Itemized statements are sent at the close of the session or upon request.

Room Reservation—Registration

Requests for registration, including room reservation, are accepted at any time prior to the registration date, when accompanied by check of ten dollars, and hold all possible advantages, in room location and choice of roommate, until

the opening date in mid-September. When the student reports and registers, this ten-dollar payment reverts to her in a credit to the Student Activity charge. Should the student fail to register, this payment cannot be refunded.

The Student Activities charge, which may not exceed \$10.00, is paid by all regular students, both resident and day. It includes subscriptions to the *Stage Coach*, the Saint Mary's School annual publication; to the Student numbers of the *Saint Mary's School Bulletin*; to the *Belles*, the students' bi-monthly news sheet; all Literary and Athletic Society dues; and any other charge authorized by vote of the Student Body prior to October 15th.

Reductions

A reduction is made in the general charge, for the session, of \$175.00 to daughters of clergymen of the Episcopal Church. This reduction is credited \$120.00 on the September payment and \$55.00 on the January payment. This reduction is not available to students enjoying the benefit of Saint Mary's major scholarship awards.

Opportunity is given a limited number of qualified students to receive suitable remuneration for services rendered as assistants in office, post office, or library, which may be applied as a reduction to General Charges or received in cash. These positions not available to students holding scholarship awards or clergy discounts if there are other applicants.

No reduction in general charge is allowable for late entrance.

New students may register during January for the work of the second Half-Year at a pro rata General Charge.

No reduction can be made resident students who take only partial courses in either the Academic or the Business Department.

Day Students

Charges and Payments

The tuition charge for Day Students is \$175.00 for the session, payable \$100.00 on or before the September registration date, the deferred payment of \$75.00 payable on or before the date school reopens after the Christmas vacation.

The above charge covers tuition in all academic, business, and Fine Arts courses:—Art, Expression, Organ, Piano, Voice, and Violin; also contingent and library fees. The Day Student is entitled to all the advantages offered the Resident Student, other than living expense allowance.

The same regulations apply to Day Students regarding charges and payments:—for registration, class room supplies, entertainment fee, and miscellaneous charges according to classification, as given in this Catalogue as applying to the Resident Student.

Special Students

Charges and Payments

Courses in the Academic, Business, and Fine Arts Departments will be open to nonresident Special Students, who may register for one half-year, or for the remainder of a half-year.

The tuition charge for each Academic or Business subject is \$17.50 for the half-year. The tuition charges for courses in Fine Arts—Art, Expression, and Music Departments—are the same as in effect for the 1936-37 session.

These tuition charges are payable for one half-year upon registration.

Spending Money Accounts

Students should have all checks for personal use cashed at the School office. The responsibility for the safe care of spending money deposited at the Business Manager's office is accepted and each student may open a Spending Money Account, which will be supervised, as far as possible, in accordance with Parents' wishes.

Checks

All checks in payment of any of the above charges should be made payable to Saint Mary's School.

Honorable Dismissal

No honors will be awarded and no certificates of dismissal to other institutions can be given until all financial obligations to the school have been satisfactorily settled. Students in arrears are not eligible to hold offices in Student Activity organizations.

SCHOLARSHIP SECTION

In order to receive or to continue to hold the benefit of any scholarship paying more than \$100 a year the scholarship holder is expected to fulfill the following conditions :

1. She must by examination enter at least as high as the 2nd year preparatory class without conditions.
2. She must take at least 15 hours of work each year.
3. She must take a regular course leading to graduation.
4. She must each year do such work and conduct herself in such a way as to receive the recommendation of the President for continuation or reappointment as a holder of a scholarship.
5. She must file regular application papers; must pay the Registration Fee by August 1st; and must pay promptly when due such proportion of cash as is required over and above the amount the scholarship provides.
6. She must submit in writing evidence to show that parents or other relatives are not able to provide the means for her education. (This does not apply to the Competitive Scholarships nor to the Annie Smedes Root Scholarship.)

Please note that the appointment to any scholarship cannot be regarded as final until the applicant has received from the President of the school a written statement to the effect that the student has fulfilled the foregoing conditions and that the scholarship has been awarded.

The amount of the scholarship award is not fixed for more than one session and may be changed depending upon investment income.

Major scholarships are those carrying an award of \$125.00 or over.

Noncompetitive Scholarships

- (A) 1. **Raleigh City Schools.** Award:—Value \$175.00
One awarded each year; the holder nominated by the Principals of the Raleigh High Schools.
2. **Mary Ruffin Smith.** Memorial:—Value \$50.00
The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese.
3. **Mary Cain.** Memorial—Value \$45.00
The holder designated by the Principal of Saint Mary's School, with preference to the descendants of the said Mary Cain.
- (B) 1. **Mary Ruffin Smith.** Endowed:—Value \$125.00
The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese.
2. **Mary Ruffin Smith.** Endowed:—Value \$125.00
The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese.
3. **Mary E. Chapeau.** Endowed:—Value \$150.00
The holder resident of the Diocese of North Carolina, nominated by the Bishop of the Diocese; primarily for daughters of the Episcopal clergy.
4. **Mary E. Chapeau.** Endowed:—Value \$150.00
The holder resident of the Diocese of East Carolina, nominated by the Bishop of the Diocese; primarily for daughters of the Episcopal clergy.
5. **The Madame Clement.** Memorial:—Value \$250.00
The holder nominated by the President of the Board of Trustees after conference with his fellow Bishops of the Board.
6. **The Eliza Battle Pittman.** Memorial:—Value \$350.00
The holder, resident of Edgecombe County, North Carolina, nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.

- (B) 7. **The Eliza Battle Pittman.** Memorial:—Value \$350.00
The holder, resident of Edgecombe County, North Carolina, nominated by the Rector and Vestry of Calvary Church, Tarboro, N. C.
8. **The Martin.** Endowed:—Value \$125.00
The holder nominated by the President of the Board of Trustees, acting for the Board.
9. **The Annie Smedes Root.** Endowed:—No award

Competitive Scholarships

These scholarships, when vacant, are filled by competitive examination of qualified applicants.

- (C) 1. **The David R. Murchison.** Endowed:—Value \$130.00
The holder to be resident of the Diocese of East Carolina.
2. **The Smedes.** Endowed:—Value \$200.00
The holder resident of North or South Carolina.

STUDENT LOAN FUNDS

Two student loan funds are available to worthy applicants who wish to enter Saint Mary's.

(1) The *Mrs. Julia Martha Johnston Andrews Student Loan Fund*, established by her children in 1925-1926, and frequently increased, now has a corpus of \$5,500.00.

(2) The *Masonic Student Loan Fund*, established by the Grand Lodge of North Carolina in 1925 and increased in 1927, now has a corpus of \$1,000.00. (*Subject to Donor's regulations.*)

These Loan Funds as available may apply as cash payments on the General Charge through interest-bearing notes signed by the student and one parent, and drawn for a maximum period of eight months. Partial payments in any amount may be made at any time to reduce the face of the note and interest charges accordingly. The maximum amount that may be allowed one family during one session is \$200.00. These notes are to be considered both a moral and a legal obligation. Preference is given to students in the Senior Class, prompt payment being expected in order that the principal may be placed at the disposal of as many worthy students as possible. These loans are not available to students holding scholarship awards or clergy discounts. These funds are administered in accordance with donors' regulations with a view to the best interest of the individual student.

Woman's Auxiliary Students' Aid

The Woman's Auxiliary of the Diocese of East Carolina has for several years contributed annually towards the General Charge of a student from that Diocese. The holder of this aid is nominated by the Bishop of the Diocese of East Carolina.

ALUMNÆ SECTION

Officers of the Saint Mary's Alumnæ Association for 1938-39

Mrs. Alex Cooper, <i>President</i>	<i>Henderson, N. C.</i>
Mrs. J. V. Higham, <i>Vice-President</i>	<i>Raleigh, N. C.</i>
Mrs. W. A. Withers, <i>Treasurer</i>	<i>Raleigh, N. C.</i>
Miss Kate W. Spruill.....	<i>Raleigh, N. C.</i>
<i>General Alumnae Secretary</i>	

Alumnæ Council

Mrs. W. A. Goodson.....	<i>Winston-Salem, N. C.</i>
Mrs. F. P. Graham.....	<i>Chapel Hill, N. C.</i>
Miss Mae Johnson.....	<i>Raleigh, N. C.</i>
Mrs. T. W. M. Long.....	<i>Roanoke Rapids, N. C.</i>
Mrs. Bennett Perry	<i>Henderson, N. C.</i>
Mrs. Tom Powell, Jr.....	<i>Raleigh, N. C.</i>
Miss Easdale Shaw	<i>Rockingham, N. C.</i>
and the officers, <i>ex officio</i>	

The Alumnæ Association of Saint Mary's, which was first established in 1880 and meets annually at Commencement has done effective work in aiding the progress of the School.

In addition to constant assistance rendered Saint Mary's by the individual members, the Association has completed four special works of importance.

(1) The *Foundation of the Smedes Memorial Scholarship* in Saint Mary's, in memory of the founder and first Rector of Saint Mary's, his wife, and his son, the second Rector, was undertaken early in the life of the Association and completed in 1903, when an endowment of \$4,000 was turned over to the Trustees.

(2) The *Enlarging and Improving of the Chapel*, around which the fondest recollections and deepest interest of the Alumnæ center, was undertaken in 1904, and the enlargement and adornment was completed in 1905 at a cost of more than \$3,500.

(3) The *Endowment of the Mary Iredell and Kate McKimmon Fund* in Saint Mary's was undertaken at the 1907 Commencement and the sum reached \$5,000 in 1916.

(4) Substantial gifts and subscriptions warranting the purchase of the new organ installed in the chapel during the summer of 1926 have been made.

The Alumnæ are organized as far as possible into local Chapters in their several cities and towns, and these Chapters hold semiannual meetings on November 1st, Founders' Day, and May 12th, Alumnæ Day, each year.

There are upward of 200 members of the Raleigh Alumnæ Chapter, and there are thirty-one active Chapters in North Carolina cities and towns as well as in neighboring and distant states.

REGISTER OF STUDENTS

1938-1939

(The * indicates nonresident students)

Senior Class

Virginia Allison.....	N. Y.	Mary Sue Newell.....	N. C.
Theresa Anderson.....	Tenn.	*Sarah Oliver.....	N. C.
Frances Bailes.....	S. C.	*Mary Olsen.....	N. C.
Nancy Brantley.....	N. C.	Mary James Perry.....	S. C.
Betty Chapman.....	S. C.	Lucy Pittenger.....	N. C.
*Annie Webb Cheshire.....	N. C.	*Pauline Ponton.....	N. C.
Harriet Corbitt.....	Va.	Jo Poor.....	Ky.
Mary Connally Cox.....	N. C.	Aylett Putney.....	Va.
*Hixie Mae Davis.....	N. C.	*Mary Shepherd Quintard.....	N. C.
Rebecca Davis.....	N. C.	Betsy Rodwell.....	N. C.
Louise Donald.....	D. C.	Elizabeth Ruffin.....	N. C.
Jane Emerson.....	N. C.	Anne Hooe Rust.....	Va.
Marjorie Wood Fagan.....	N. C.	Elizabeth Sauvain.....	N. C.
Helen Jean Farmer.....	N. C.	Sarah Sawyer.....	N. C.
Frances Fish.....	N. J.	Dorothy See.....	Ga.
Anne Flowe.....	N. C.	Chita Smith.....	Ala.
Mariana Hancock.....	N. C.	Palmer Smith.....	Ga.
*Florence Harris.....	N. C.	*Virginia Smith.....	N. C.
Katharine Harris.....	N. C.	Martha Anne Speight.....	N. C.
Merrie Haynes.....	N. C.	Lossie Taylor.....	N. C.
Helen Holt.....	N. C.	Margaret Taylor.....	N. C.
Peggy Hopkins.....	Md.	Mildred Taylor.....	S. C.
Mary Tudor Hudson.....	N. C.	Hallie Townes.....	N. C.
Elizabeth Hunter.....	Va.	Ida Mary Turner.....	N. C.
Martha Lewis.....	N. C.	Helen Valentine.....	Pa.
*Rose Martin.....	N. C.	Frances Warren.....	N. C.
Helen Montgomery.....	Va.	Mallie White.....	Ala.
*Mary Lily Moore.....	N. C.	Hazel Williams.....	Miss.
Winifred Morrison.....	Va.	*Ruth Woltz.....	N. C.
Nancy Murchison.....	D. C.	Sarah Frances Wright.....	Ga.

Junior Class

Mariette Allen.....	Ohio	Mary Stanley Bernard.....	N. C.
Rebecca Barnhill.....	N. C.	Myra Blount.....	N. C.
Sarah Bell.....	S. C.	Julia Booker.....	N. C.

Mary Guy Boyd.....	N. C.	Ida Jeffress.....	N. C.
*Ann Bratton.....	N. C.	Helen Kendrick.....	N. C.
Elsie Broocks.....	N. C.	Norma Large.....	N. C.
Laura Butcher.....	Va.	*Alice Ligon.....	N. C.
*Margaret Castleman.....	N. C.	Joanne Lilly.....	Col.
Kay Castles.....	N. J.	Anne Lombard.....	Ga.
Eloise Champion.....	Ga.	Anne Margaret Long.....	N. C.
*Ann Christian.....	N. C.	Betty Longworth.....	Tenn.
Cornelia Clark.....	N. C.	Billie Marshall.....	N. C.
Bertha Cochran.....	Va.	*Charlotte Miller.....	N. C.
Louise Coleman.....	N. C.	Emily McCall.....	N. C.
Ann Collier.....	Ga.	Helen McDuffie.....	Ga.
*Jean Cooper.....	N. C.	*Mary Elizabeth Nash.....	N. C.
Francis Coxe.....	N. C.	Carolyn Norton.....	Va.
Marguerite Crow.....	Tex.	Lurline Parker.....	N. C.
*Margaret Cutliff.....	N. C.	Novella Pope.....	N. C.
Florence Daniel.....	Ga.	Joyce Powell.....	N. C.
Mary Lee Daughtridge.....	N. C.	Mary Robertson.....	N. C.
Peggy Dennis.....	N. C.	Mary Helen Rodman.....	N. C.
Charlotte Denny.....	N. C.	*Virginia Lee Satterfield.....	N. C.
Nora Dicks.....	N. C.	Emmy Lou Scales.....	N. C.
*Virginia Foster.....	N. C.	*Emily Schenck.....	N. C.
Elizabeth Fowle.....	N. C.	Kitty Sigmon.....	N. C.
Erwin Gant.....	N. C.	Cynthia Smith.....	Va.
Nelle Gaston.....	Ala.	Nancy Spahr.....	Pa.
Phyllis Gatling.....	N. C.	Lamar Spencer.....	N. C.
Mary Gault.....	N. C.	Carolyn Stenhouse.....	N. C.
Vivian Gillespie.....	N. C.	Margaret Terrell.....	Va.
*Katherine Goold.....	N. C.	Grace Thompson.....	Va.
Laura Gordon.....	N. C.	Virginia Trotter.....	Ga.
Jack Gravely.....	N. C.	Elizabeth Tucker.....	China
Mary Frances Hallenbeck.....	N. C.	Emily Carter Warren.....	N. C.
Jane Harris.....	N. C.	Elizabeth Wasson.....	Md.
Mary Virginia Harrison.....	Va.	Carolyn Wheatly.....	N. C.
Agnes Hayes.....	N. C.	Corinne Williams.....	Haiti
Lucretia Hill.....	N. C.	Elizabeth Wilson.....	N. Y.
Phyllis Holloway.....	Tex.	*Betty Winborne.....	N. C.
Eleanor Holshouser.....	N. C.	*Edith Wooten.....	N. C.
Althea Hooff.....	Va.	Betty Youngblood.....	N. C.

Conditional Juniors

Ann Alderson.....	Okla.	*Dorothy Bunn.....	N. C.
Betty Bell.....	N. C.	Ruth Cameron.....	W. Va.
Sarah Bertron.....	Tex.	Gertrude Carter.....	Va.
Betty Brandt.....	Va.	Elizabeth Caulfield.....	Miss.
Ann Brooks.....	N. C.	Annette Chance.....	N. C.
Annie Hyman Bunn.....	N. C.	Jean Coffman.....	D. C.

Eugenia Davis.....N. C.	*Flora McDonald.....N. C.
*Peggy Davis.....N. C.	Susan Noble.....Va.
Mary Willis Douthat.....Va.	Mary O'Keeffe.....W. Va.
*Martha Ellen.....N. C.	Elizabeth Peal.....N. C.
*Betty Ellington.....N. C.	Mallie Ramsey.....Va.
*Jane Forbes.....N. C.	Margaret Ranson.....Va.
*Dixie French.....N. C.	Billie Rose.....N. C.
Margaret Gillam.....N. C.	Elizabeth Saunders.....Va.
Elizabeth Haislip.....N. C.	*Betty Sexton.....N. C.
Virginia Lee Ibold.....N. C.	*Daisy Shankle.....N. C.
Augusta Jones.....Ala.	Louise Sineath.....N. C.
Cordelia Jones.....N. C.	Frances Smith.....S. C.
Virginia Kaulbach.....N. C.	Kay Strupler.....N. C.
*Virginia Lee Kirby.....N. C.	*Joyce Swain.....N. C.
Emma Lou Lafferty.....N. C.	*Carol Swart.....N. C.
*Susanne Leinster.....N. C.	Virginia Tarkenton.....N. C.
Sybil Lytle.....Fla.	Edwina Taylor.....N. C.
Lucie Meade.....Va.	Peggy Thompson.....Va.
Ruth Miller.....N. C.	Marie Walker.....N. C.
*Frances Moore.....N. C.	Dorothy Watt.....Va.
Helen McCauley.....Va.	*Virginia Lee Wooten.....N. C.

Sophomore Class

*Wycliffe Allen.....N. C.	Octavia McRae.....N. C.
Susan Baker.....N. C.	Sara Nair.....Va.
Elvira Cheatham.....N. C.	Betty Oates.....S. C.
Adelaide Curtis.....Va.	*Mary Watson Prince.....N. C.
Jessica Graham.....N. C.	Carolyn Reed.....N. C.
Sue Harwood.....N. Y.	*Anne Seeley.....N. C.
*Helen Jordan.....N. C.	*Sarah Sutton.....N. C.
Mary Kistler.....N. C.	Mary Coleman White.....Va.
Kathryn Long.....Ohio	Mary Lynn White.....N. C.
Marianne Martin.....Va.	Gray Woodard.....N. C.
Lucile Mitchell.....N. C.	Margaret Wright.....Pa.
Meredyth McIntyre.....Col.	Alvira Zirkle.....D. C.

Conditional Sophomores

Martha Frances Armstrong.....N. C.	Annalee Fitts.....Ala.
*Ellen Bird.....N. C.	Becky Lockwood.....D. C.
Martha Blythe.....N. C.	

Freshman Class

Ann Baker.....N. C.	Kathryn Brown.....N. C.
*Elise Bird.....N. C.	Fannie Cooper.....N. C.
Laura Boykin.....N. C.	Mary Davis.....N. C.

Polly Donnell.....	N. C.	Nancy Martin.....	Va.
*Bettie Hill.....	N. C.	Fiquet Pate.....	N. C.
Mary Alice Hoover.....	N. C.	Evelyn Peck.....	Ga.
Janet James.....	N. C.	Ida Quintard.....	N. C.
Charlotte Jones.....	Calif.	Barbara Rainey.....	La.
*Sue Joyner.....	N. C.	Bettie Battle Thorpe.....	N. Y.
Ellen Lambeth.....	N. C.	Phoebe Withers.....	Va.
Virginia Manning.....	S. C.	Elizabeth Yeats.....	Ga.
Mary Louise Marshall.....	Md.		

Prep B Class

*Bettie Kendrick.....	N. C.	*Betsy John West.....	N. C.
*Henrietta Ragland.....	N. C.	Virginia Work.....	Fla.

Business Class

Jane Acree.....	Va.	Sue McCann.....	Va.
*Rebecca Atkins.....	N. C.	*Nancy Niswonger.....	N. C.
*Sue Berry.....	N. C.	Ernestine Rich.....	Pa.
Jean Betts.....	Va.	Mary Shaw.....	N. C.
Elizabeth Boyce.....	N. C.	*Jacqueline Stager.....	N. C.
*Page Eatman.....	N. C.	*Mary Green Thiem.....	N. C.
Eleanor Eggleston.....	N. C.	*Winifred Vass.....	N. C.
*Katherine Hardison.....	N. C.	*Julia Vinson.....	N. C.
*Margaret Hargrove.....	N. C.	*Clyde Wade.....	N. C.
*Jennille Harris.....	N. C.	Caroline Ward.....	N. C.
Jane LeGrand.....	N. C.	*Anne Way.....	N. C.
Nancy Lynch.....	N. C.	Catherine Wellman.....	N. C.
Anne Elise Martin.....	S. C.	Mary Parsley Williams.....	N. C.
Mary Midyette.....	N. C.	Louise Wilson.....	Va.
Emily Mitchell.....	Ga.	Florence Withers.....	N. C.
Lynne Mueller.....	Va.		

Specials

*Helen Broughton.....	N. C.	*Nancy Poe.....	N. C.
*Ann Castleman.....	N. C.	*Sally Royster.....	N. C.
*Rosalie Fallon.....	N. C.	*Dorothy Steinberg.....	N. C.
*Henrietta Hampton.....	N. C.	*Margaret Vass.....	N. C.

Total Registration for 1938-39 Session, 294.

Resident Students, 220; Day and Special Students, 74.

LECTURES AND ENTERTAINMENTS

1938-39

September 17.....	Old Girl-New Girl Party.
September 24.....	Carolina-Wake Forest Football Game.
October 1.....	Carolina-N. C. State Football Game.
October 3.....	Concert—Norman Cordon
October 8.....	Carolina-Tulane Football Game; Sigma-Mu Party.
October 12.....	State Fair.
October 19.....	Poetry Readings—Edna St. Vincent Millay.
October 22.....	N. C. State College-Furman Football Game.
October 24.....	Recital—Miss Wilburta Horn.
October 25.....	Concert—Josef and Rosina Lhevinne, Duo-Pianists (Civic Music Association).
October 29.....	Carolina-Duke Football Game.
October 31.....	Study Hall—Art Exhibit.
November 5.....	Carolina-V. P. I. Football Game.
November 11.....	Armistice Day Address—Col. W. T. Joyner.
November 12.....	N. C. State-Detroit Football Game.
November 15 and 17.....	Expression Recitals.
November 19.....	N. C. State-Duke Football Game.
November 21.....	Ballet Russe de Monte Carlo, Duke University.
November 23.....	Address, Book Week, by Dr. Johnson, Meredith College.
November 28.....	Lecture, Dr. G. C. Taylor, University of N. C.
December 2.....	Recital—Miss Mary Ruth Haig.
December 3.....	Carolina Glee Club.
December 5.....	President Roosevelt's Address, Chapel Hill; Concert—Joseph Bentonelli, Tenor (Civic Music Association).
December 10.....	Senior Dance—Gym.
December 13.....	Dramatic Club presents <i>The School for Scandal</i> .

December 15.....	Student Music Recital; Christmas Dinner.
December 16.....	Christmas Pageant and Christmas Tree.
January 12.....	Lecture—Dean de Ovies.
January 29.....	Recital—Mr. Wm. H. Jones.
February 13.....	Concert—Benno Rabinof, Violinist (Civic Music Association).
February 15.....	Valentine Dinner.
February 18.....	Freshman-Sophomore Dance—School Parlor.
March 6.....	Demonstration, Physical Education Department.
March 11.....	Music Department presents Operetta—Patience.
March 24.....	Nelson Eddy.
March 30.....	Dramatic Club gives play.
March 31.....	Concert—National Symphony Orchestra (Civic Music Association).
April 12.....	Home Economics Tea.
April 28.....	Paderewski
April 29.....	Junior-Senior Dance—Gym.
May 13.....	May Day.
May 27.....	Dramatic Club presents Shakespearean Play.
May 28.....	Baccalaureate Sermon—Dr. Wm. H. Laird, St. Pauls, University Va.
May 29.....	Class Day; Students' Music Recital; Exhibitions in Departments of Art, Home Economics, and Business; Reception for Seniors.
May 30.....	Commencement Day. Address by Dr. Frank P. Graham, President, University of North Carolina.

BEQUESTS

Saint Mary's School asks the consideration of beneficent persons who wish to give during their life time or bequeath by will substantial aid to the cause of Christian education.

We need gifts for endowment, improvement of buildings, increase of library, scholarships and student loan funds for worthy girls.

Definite information regarding these matters will be gladly furnished at any time.

Form of Bequest

"I give, devise and bequeath to the Trustees of Saint Mary's School, Raleigh, North Carolina, their successors and assigns, absolutely and forever (the property given)..... in trust that it shall be used for the benefit of said school, in the discretion of said Trustees, for building, improvement, equipment, or otherwise."

(or)

"in trust to be invested and the income derived therefrom to be used for the benefit of said school in such manner and for such purposes as to the Trustees may seem best."

REQUEST FOR REGISTRATION

For the 1939-40 Session as a Resident Student

Requests, when accompanied by check of Ten Dollars (\$10.00) registration fee, are now being accepted for admission to Saint Mary's School and Junior College as a resident student for the 1939-40 session, which opens in mid-September.

These requests are listed in the order of the date received at Saint Mary's. They carry certain valued advantages in room location and choice of roommate, held until the opening of school. Each resident student at Saint Mary's pays the same general charge.

Upon the registration of students in mid-September, the ten-dollar charge reverts to the student in a credit to her Student Activities account. (See page 96.) Should the student fail to register, this charge cannot be refunded.

We hope Saint Mary's advantages appeal to you favorably and will be pleased to have this form signed and returned. No further financial obligation is incurred until the student reports and registers. Full details regarding charges and terms are given in the financial section, beginning on page 92.

Request for Admission 1939-40 Session

Date....., 1939.

Name of Parent.....

Address:—Street.....

City..... State.....

Name of Student.....

Date of Birth: Day.....Month.....Year.....Age.....

Will Enter High School Department (Yes or No).....

Will Enter Junior College Department (Yes or No).....

Underline the Fine Arts courses she intends to take: **Art, Expression, Piano, Voice, Organ, Violin.**

*Mail to SAINT MARY'S SCHOOL, A. W. TUCKER, Business Manager,
RALEIGH, NORTH CAROLINA*

SAINT MARY'S SCHOOL BULLETIN



SCHOOL LIFE NUMBER
1938-1939

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Saint Mary's School Bulletin

SCHOOL LIFE NUMBER

March, 1939

RALEIGH, NORTH CAROLINA

Series 28, No. 2A

Editor-in-Chief.....VIRGINIA ALLISON

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MARTHA LEWIS

MARIANNE MARTIN

MARY LILY MOORE

LUCY PITTINGER

AYLETT PUTNEY

MALLIE RAMSEY

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Articles of interest to students and alumnae are requested. Address communications to SAINT MARY'S SCHOOL BULLETIN, Saint Mary's School, Raleigh, North Carolina.

EDITORIAL

RECIPE FOR HAPPINESS

When I was a little girl I remember reading a very delightful book called the *Recipe for Happiness*. It had charming, brightly colored pictures of elves and blond princes and it quite took my childish fancy. The story was about a cross little girl who found the road to contentment by counting to ten before she hopped out of bed each morning and then walked across the room on her tip-toes (for good measure, I guess).

There is for all of us a particular recipe for happiness that is perhaps a little more down to earth, but every bit as delightful. It runs something like this:

Wash thoroughly a pretty face and polish red cheeks to a shining glow. Wipe, core, and pare down to the optimistic outlook. Soak the countenance in sunshine, being sure that the corners of the mouth are turned up. Turn into a strainer to drain off the impurities of insincerity and the offensiveness of an insipid Pollyanna attitude. Pour the mixture into a saucepan and let simmer. Add two tablespoons of sugar for every smile, garnish with a twinkle in the eye. Serve hot with sugar and cream.

Happiness is a pretty wonderful thing and when one is happy everything is right with the world. When happiness is so very simple to attain, it seems very strange that there are still such a number of cross-patches (commonly called sour-pusses) in the world. Try this recipe. It guarantees genuine good humor, new friends, and it is better for you than the best chocolate cake you ever turned out.

MATTERS IMMEDIATE

THREADING THE SEMESTER

Two wonderful weeks of Christmas vacation were over before we had really got used to the idea of being home—and suddenly we realized with terror that exams were actually staring us in the face, being just three weeks away. . . . The poor Seniors, they were in hotter water—they had to begin Senior Essays. . . . However, work isn't the whole life at Saint Mary's, not by a long shot. . . . Two buses transported a large group of students to Chapel Hill to hear President Roosevelt address the group assembled by the Political Science Club of the University. They got caught in a perfect deluge of rain that fatal day. On top of that only a few of our girls gained entrance to the brimming auditorium. . . . Oh, and we forgot to tell you about one extra special thing that happened before the holidays on top of all the wonderful Christmas celebration—Saint Mary's had her own radio program for a night—Ralph Burgin, one who calls himself the "Old Night Watchman," read a series of poems written by our students and selected out of a generous group of compositions. . . . On January 12 Dean Ramundo de Ovies addressed the student body on the subject of "Personality." The girls enjoyed the talk so much. . . . On January 28 there was a very exciting "Girl-break" dance in the gymnasium. It was packs of fun and even the boys enjoyed it after they got used to the idea. . . . On January 29 Mr. Jones gave an organ recital in the Chapel. The music was exquisite, of course. . . . Three days later a group went to Chapel Hill to see the performance of the famous Modern Dance team of Winslow-Fitzsimons. . . . February 3 saw the Faculty Gym party by Miss Harvey and Miss Goss in full swing. Mrs. Kloman won the prize for being the best costumed as an advertisement. . . . Because of the showing of the French movie, "Mayerling," and the Civics Music Concert, our Valentine Dinner was a day late this year. The night of the fifteenth students and faculty entered the dining room rich in a glow of pink candlelight. . . . February 18 witnessed the arrival of hosts of flowers. This time they weren't for the Seniors, or even for the Juniors, but for those Underclassmen. . . . The dance was held in the parlor and all the "balcony-sitters" declare it was a tremendous success. (The "balcony-sitters" meaning those girls that were lucky enough to obtain choice seats on the fire escape.) . . . That entire week was posture week, and believe us, Saint Mary's looked like a military school the girls were so posture conscious. . . . On March 1 Rev. Craighill Brown, of Southern Pines, spoke in chapel. . . . Two days later Mr. John Walker talked to

the students in assembly and described the workings of Paul Green's pageant, "The Lost Colony." . . . On March 6 the entire student body participated in the gym demonstration. . . . The next day Rev. Albert Stuart, Rector of Saint Michael's, Charleston, S. C., spoke in Chapel. . . . On March 10, 13, 14, the Sigma-Mu basketball games were played. The Sigmas emerged the victors. . . . On March 11 the Glee Club presented "Patience," the Gilbert and Sullivan operetta. A noble performance by all. . . . March 15-21, Spring Vacation.

SCHOOL CALENDAR

- Dec. 2—Miss Mary Ruth Haig in second of faculty music recitals.
- Dec. 3—University of N. C. Glee Club recital.
- Dec. 5—Second Civic Music Concert.
- Dec. 5—President Roosevelt's speech at Chapel Hill.
- Dec. 16—Christmas Pageant and tree.
- Dec. 16—Mr. Ralph Burgin, "Old Night Watchman," read poetry by Saint Mary's girls.
- Jan. 12—Dean Ramundo de Ovies spoke on "Personality."
- Jan. 19—Faculty Tea.
- Jan. 22—Mr. W. B. Prescott spoke to Political Science Club.
- Jan. 23-28—Mid-term Exams.
- Jan. 28—Girl-break dance for dates in the gym.
- Jan. 29—Organ recital, third of a series of faculty musical recitals, by Mr. William H. Jones.
- Jan. 31—Winslow-Fitzsimons dance troupe at Chapel Hill.
- Feb. 3—Faculty gym party.
- Feb. 6—*The Sorcerer* at Chapel Hill by N. C. Playmakers.
- Feb. 8—Home Economics tea for faculty and officers.
- Feb. 9—Vocal Students' recital.
- Feb. 10—Tony Sarg's Marionettes in the Memorial Auditorium.
- Feb. 14—French movie, "Mayerling."
- Feb. 14—Third Civic Music Association Concert: National Symphony Orchestra.
- Feb. 15—Valentine Day Dinner.
- Feb. 18—Underclassmen Dance.
- Feb. 20-25—Posture Week.
- Feb. 26—Deutscher Verein presented program in Chapel Hill before the German Honor Society.
- Mar. 1—Rev. Craighill Brown, Southern Pines, N. C., spoke in Chapel.
- Mar. 3—Mr. John Walker spoke in Assembly about Paul Green's "Lost Colony."
- Mar. 6—Gym Demonstration.

Mar. 7—Election of Student Body President for Session 1939-40.

Mar. 8—Rev. Albert Stuart, Rector of Saint Michael's, Charleston, S. C., spoke in Chapel.

Mar. 10—May Court announced.

Mar. 10, 13, 14—Sigma-Mu basketball games.

Mar. 11—"Patience," Gilbert and Sullivan operetta, presented by the Glee Club.

Mar. 15-21—Spring Vacation.

THUMB-NAIL SKETCHES OF FAMOUS ALUMNÆ

Lizzie H. Lee

As Rhett said of Melanie, so might Saint Mary's girls say of Miss Lizzie Lee, "She was a very great lady." Somehow she personified the tradition of both the school and the South, and all who knew her at Saint Mary's like to recall the graciousness of that erect figure presiding over the tea table or walking in stately manner about the school.

Miss Lee first came to Saint Mary's as a day student; she returned as manager of the business office. Dr. Bennett Smedes, who was rector of the school at the time, she tells us, "used to bring his mail to me after I had opened it and given it to him to read, and say, 'You answer it for me. You know what to say. You are my right-hand man.'"

When the school introduced a business department, Miss Lee became director of it as well as teacher, and held this position until she left Saint Mary's in 1936. She says, "I loved the students, not only the girls I taught, but all the others." To her room in the Senior Hall the girls would come for fun or chat, particularly at bedtime. "I feel I made lots of friends at Saint Mary's and those I believe are my friends for life."

Dr. Bratton (of whom she relates, "We cried our eyes nearly out when he left to become Bishop of Mississippi") appointed Miss Lee Chairman of the Reception Committee and Social Life of the school. And Mr. Cruikshank and Miss Sutton would make a point of seeing that she missed none of the Saint Mary's teas, for she dearly "loved people." And she was always asked to pour, for there was no one who could impart more gentle dignity to that small service.

Miss Lee was an active member of the Altar Guild and the Woman's Auxiliary, and during the World War was director of the Red Cross work room. But her value to the school was as much in her personality as in her work. Only once was she known to lose her temper and that time in what she believed to be righteous indignation. Because she expected the girls to do the right thing, they did it. Miss Digges says of her, "Some things you wouldn't do, nor say, nor even think around Miss Lee."

With Miss Sutton, who came to the school a year after she did, Miss Lee knows Saint Mary's from the time of its second principal, Dr. Bennett Smedes, to that of its present, Mrs. Cruikshank. It was her second home and is yet, "the tie that binds."

She likes to recall the occasion when the faculty presented "Alice in Wonderland"—to be a Christmas entertainment and a surprise for the students. "We would steal over to the Art Building at night after ten o'clock to practice. Mr. Cruikshank was king, and I was queen (at the presentation in the parlor the mantlepiece was the throne). Miss Jones (now Mrs. Cruikshank) was the Gryphon, Miss Fenner the Mock Turtle, Miss Sutton was the Cheshire cat, and Miss Davis the Duchess." The girls in old Senior Hall (now the Klomans' house) grew alarmed on seeing flickering lights and hearing strange noises in the Art Building. But the performance met with such great success that it was repeated and "Bishop Cheshire asked for a seat on the front row."

Frequent letters to Miss Sutton, and often to the Alumnae office, assure us that Miss Lee has not forgotten Saint Mary's or her forty happy years spent here. Nor will Saint Mary's ever forget her.

Nell Battle Lewis

"I wasn't very good," says Miss Lewis referring to her years at Saint Mary's with characteristic frankness. But, even so, she was an important part of the school, and held many important offices: She was President of the E. A. P.'s, Editor-in-Chief of both the annual and monthly *Muse*, senior essayist, intersociety debater, and chief monitor. As for the school itself, she says that "It has improved scholastically since then, but the class of girls was equally high." After leaving Saint Mary's, Miss Lewis attended Smith, where she was a Phi Beta Kappa, associate editor of the monthly publication there, and graduated with honors. It was while she was in Northampton that she acquired a love for New England. Miss Lewis now is strongly in favor of Southern girls going North to school and vice versa, because it broadens them, gives them perspective.

After serving in France with the Y. M. C. A., where she must have ministered to the soldiers with the same energy and tirelessness for which we know her today, Miss Lewis returned to America and Raleigh and secured a position with the *News and Observer*. During her connection with this paper she has done all sorts of newspaper work: straight reporting, feature writing, covering society news ("Oh, so boring!"), and writing editorials. Finally she began to write a weekly column, *Incidentally*, for which she is now known throughout the State. She wished to make this column local, to give it a definite "Southern flavor," for since her college days, when she gave the Ivy oration on *A Wise Provincialism*, she has firmly believed in being one's self and expressing one's own section in writing. Since its beginning, *Incidentally* has succeeded in expressing the South, giving Miss Lewis her "greatest source

of pleasure and satisfaction," and fixing her in the minds of many as "North Carolina's most cultured woman."

In the meantime Miss Lewis began to work as publicity director of the State Board of Charity and Public Welfare at the time when Mrs. Kate Burr Johnson, first woman commissioner, was just beginning her administration.

"That," recalls Miss Lewis, "was a mighty interesting experience in practical feminism." From her work resulted two things: her friendship with Mrs. Johnson and her knowledge of North Carolina's handicapped groups and social needs. At this same time, she was also writing for the *New Republic* and *The American Mercury* magazines.

Then Miss Lewis decided to study law and, having secured her license, she had just begun to practice when illness intervened. She was at it long enough, however, to make it memorable to her, and she especially likes to recall the case in which she succeeded in reducing the charge against sixteen girls at the State reformatory who were accused of arson.

It was during the last half of 1937 that Miss Lewis came to Saint Mary's in a temporary capacity. Never had she expected to teach; in fact, she considered the position of "old maid school marm" the last one on earth for her. But since beginning her work here, she has found that she likes it, because she likes and enjoys the girls.

And certainly Saint Mary's enjoys her. Her sincerity in her teaching, her ready wit and good humor, her individuality, and her friendliness have endeared her to those who see her each day walking briskly, brief case in hand, to her Bible, English, or History class. Her bright spirit urges all to answer her usual cheery salutation with a similar cheery reply of, "Hello, Miss Lewis."

THE MUSE

THE QUINTET

Saint Mary's campus possesses five distinct personalities, their friendship knit close by the years. For individuals so different they preserve a remarkable peace tempered only occasionally with minor riffs. The five keep an apartment, so to speak—a really luxurious apartment in the best section of town, an apartment richly furnished, with long low lawns and tall stately trees.

The oldest of the group and the head of the household is Smedes Hall, proud of her impeccable background and impressive age. In years she is really younger than two of the other buildings, but such is the curious nature of structures that they mature not through years at all but through a fairylike prompting; so Smedes early formed her personality, early grew old.

She possesses, very proudly indeed, all the portraits of the Smedes family. Invariably, no matter what the time or weather, she wears a white collar of Corinthian columns. The snowy goatee above (down which those naughty girls, Becky, Fanny, Mary and Mamie, poured water on boys of a Saturday night) establishes her standing as a Lady of the Old South. But for all her perfect breeding and kindly manner, the heart of Smedes is cold. She is haunted by the ghosts of the founders of her family. She lives in the past: she is shockingly absent-minded, often forgetting what generation of students now frequent her halls and sometimes calling them by names of alumnae long since dead.

Prim and proper stands East Rock on Smedes' left hand. She is a tiny, exact building, the secretary and the efficient little manager of the quintet's affairs. Like Smedes, she is a type—quiet, conscientious, capable. Her hair is knotted at the back of her trim small head; her dress is gray, and she wears it as if it were a uniform. East Rock thinks in straight lines and arrives at unquestionable conclusions. No chaotic imagination muddies her mental processes; no amateurish perplexities disturb her calm technicalities. She never even wonders what crises she deals out in distributing mail to the students. She never imagines what gay surprises or stark tragedies those envelopes hold. But then, she is so concerned with bulletin boards and offices that she could not be expected to make-believe.

East Rock is invaluable when it comes to remembering the rent and determining the monthly budget. Her common sense and practicality balance Smedes' incurable vagueness. She and Holt are to be given credit for the well-ordered quality of the quarters and the gracious

manner of living. Holt is so young that she feels vastly responsible for the welfare of the entire household; she is the youthful mother, proud of her adopted daughters, the Seniors. Holt is comfortable-looking; she is broader than she is tall, and her warm, loving disposition shows in her face. Her dress is rust flecked with white and trimmed by snowy collar and cuffs.

Holt works so hard! She provides cheerful rooms for her girls, whom she watches over with maternal care. She bustles around in a sweetly worried fashion and is not happy unless doing for everybody at once. She greatly respects Smedes, calls her "Granma," and makes her glad with small attentions. Distrustful of her inexperience, she consults her about domestic matters and from her flattered, confused answers, constructs a practical application. She is so dear, is Holt—and so fine.

Unlike Holt, the Art Building is, if the truth must be told, a bit pretentious. Sure of his knowledge and proud of his culture, he is too young to possess either fully. He points with pride to his library and paintings, boasts mildly of them and demands your applause. If you do not bestow it, he is hurt, for his whole life is wrapped up in his literature and his art. It would be cruel not to grant him recognition. He is such a funny, sensitive person: all he asks is recognition of his knowledge and intellect. Art (they call him Art for short) is greatly loved by the other four, but he walks alone. In the musty world of Dickens and the fantastic one of Poe, he is content. The only outside thing that demands his attention is West Rock.

West Rock would demand anyone's attention, be he willing or no. For West Rock is the youngest and most important member of the quintet. To him the "Old Girls" come to renew their youth. He is the baby. He is nearly a hundred years old now, but he will always be the baby. He is Peter Pan. Oh, how they love him, those four! Their lives rotate around him: East Rock and Art forget technicalities and books to play with him. (Never would they attempt budgeting his life or even reading to him "The Fall of the House of Usher.") Smedes comes to life at the sight of him; Holt treasures his every word. Each of the five, excepting West Rock, is a type. But children are never types: they can be anything. And their delight is to take turns being everything. They play with personalities as they do with blocks. Like a mimicking child, West Rock is a multiple personality with all the potentialities in the world. He is a darling, rowdy, fat baby dressed with bad taste in a dingy gray playsuit. The playsuit is Smedes' fault. Holt wanted West Rock in baby blue, but on the child's birthday Smedes did an unheard-of thing—she went shopping. Of her own accord she bought the playsuit, and no one had the heart to murmur against the child's wearing so drab a costume.

West Rock has tiny, crowded rooms, but such a warm heart. He gets his name from his way of laughing: he simply rocks with chubby giggles

and boisterous chuckles. (East Rock gets her name from her solid business transaction.) A jolly disposition and an affectionate nature make him irresistible. There is nothing so touching as the sight of him cuddling close to Smedes. West Rock is spoiled, but delightfully so! He has known no dampening disciplining; he recognizes no rules. The joy of life bubbles over in him and imparts some lightness into the anxious Mother-heart of Holt, the chilly abstraction of Smedes, the aloofness of Art, and the mathematical mind of East Rock.

Ah, for more babies that never grow old!

MARY WILLIS DOUTHAT.

PRIZE LITERARY SOCIETY POETRY

The Christmas Tree

Thou holy tree
Of light and darkness and mystery,
With thy chains of silver, thy balls of gold
And thy kindly arms that hold
Aloft as in laughter and praise—
Gifts for the blessing of God, for the child's delight and gaze.
Within thy shadow is joy; thy green is alight with tears;
The heart of childhood thou, and sorrowful with the years.
Thy essence is memory,
Thou holy tree.

IDA MARY TURNER.

A Skyrocket

Born of a match's feeble flame,
It streaks across the somber skies—
A sudden fire whose shimmering train
Of sparks drifts earthward, slowly dies—
Its brief life done, its glory spent
In unresisting swift descent,
In freedom from imprisonment.

GERTRUDE CARTER.

On a Train

Before me stretch the miles of open road;
And on beyond a future still unmarred
By evil or regret.

Behind I leave my overpowering load;
And all those days with sorrow deeply scarred
Awhile I can forget.

And here I feel just happiness,
No care, no task, no bane;
In such Elysium—free from Earth's distress—
Would God I might remain.

ELIZABETH HUNTER.

THE ETERNAL STRUGGLE

The afternoon sun slanted across the playground, making long, grotesque shadows of the school buildings and the trees. The swings and teeter-totters were motionless, desolate, and lonely for the wriggling little bodies of the children. One solitary small figure, perched high on the monkey-bars, surveyed the quiet scene.

For some time Lucy had been aware of a vague and hungry emptiness, which warned her that it was time to go home. Her small friends had left her; but she had stayed, sunk in a lassitude too strong to break. The sun warmed her back; she stared sleepily across the field, blissfully merged into her surroundings.

A loud shout broke her solitude. She looked up. Across the field came two boys jostling and pushing one another playfully. She recognized Red Davis and Sam Negrotto, two big boys in the fifth grade. A small uneasiness assailed her. These two were noted "toughies" of the school. Should she try to run home, or would she be safer up here on the bars? Pride settled her question. She would climb down and saunter home, ignoring the boys.

As Lucy clambered down from the bars, the boys noticed her. They were restless. Here was an opportunity to have some sport. They nudged each other, and called out to her.

"Ol' Irish! Where ya goin', ol' Lucy Irish?"

Lucy started off resolutely, swinging her arms and walking as fast as she could. She held her small head high, and if there were fear in her soul, the two ruffians could not guess it.

Red Davis circled in front of her, heading her off from her home. Its comfortable brick structure, as it stood across from the far corner of the playground, seemed to recede into the unattainable.

"What's the matter, Lucy—goin' somewhere? Stick around. You don't want to go home. Stay and keep us comp'ny!" said Red, tauntingly. He reached out and caught Lucy as she tried to evade him.

"Let go of me, Red Davis!" cried Lucy, as she struggled. "You better let go of me, or you'll be sorry!" She beat at him with her free hand, and tried to pull her lean brown arm from his grasp.

The boys hooted at this. How could a skinny little third-grader make them sorry? Besides, this was fun. As they yelled at Lucy, and pushed her back and forth, a sense of power enveloped them. They were strong men.

Lucy, terrified, fought them with frantic strength. She clawed and kicked, and scratched and pulled, and suddenly broke loose. Stumbling and panting, she ran across the field to safety, the boys in pursuit. When she reached her front steps, she turned on them. All the terror of the past moments turned to hatred. Her rage consumed her, so that she shook with it and her voice trembled.

"Don't you come a step nearer, or I'll kill you! You are horrible and mean, and I hate you, you big bullies!"

Red and Sam, not daring to touch Lucy on her own ground, but reluctant to admit defeat at the hands of a girl, stood in the street and jeered.

"Yah, yah—Mama's Baby. Whyn't ya come down off your steps and say that? Ol' baby's gonna kill us, she says. Ol' Irish's gonna get even. Come on out and show us!"

"You just wait—I'll show you!" screamed Lucy, beside herself with rage. She turned and dashed into the house. In Daddy's closet were two hunting rifles, she knew. She would show that Red Davis and that Sam Negrotto that they couldn't bully her! She grasped one of the heavy guns by its barrel and dragged it out to the porch.

"I'm going to kill you with my Daddy's gun!" she called to the stupefied boys. "It's got bullets in it, and I can shoot it, too!" She lifted it and placed it across the railing, so that it pointed at the boys.

Sam and Red, dazzled by the sight of the rifle and fearfully believing every word that Lucy said, turned and dashed down the street. Lucy watched them go, and yelled triumphant curses after them. She held the rifle hard, comforted and secure in the knowledge of its power. Sweet victory tasted in her mouth; she was uplifted by her triumph. She felt capable of any deed—wanted to go out and fight and lick the world. She had won her first battle with men and had learned their weakness. She was not as strong as they, but she was cleverer. She had tricked ol' Sam and Red. The rifle was empty.

VIVIAN GILLESPIE.

NEW SHADOW

It was good to be outside in the fresh air again. Lau Shih lay stretched out on the water buffalo's back and reveled in the warmth of the afternoon sun. Today he had been to school for the first time. "I wish you to go," his father had said. Lau Shih did not want to very much, but in the end he had gone. He had been curious to see what it was like.

The school had just been completed. Never before had there been one in this part of the country. Generation after generation of farmers had grown up, and none of them had been educated. But old China was going. The New Life Movement had pushed its way into the interior and was civilizing the country people. Here it had provided a road and a school. They had come at the same time, but were only now being put into use. They would bring prosperity and happiness to the land, the reformers had said.

"How could people tell such untruths?" Lau Shih wondered. This morning he and Siau Di, his dog, had set out on the little paths through the fields to the school. It had been a beautiful day, the sun shining from a washed sky; the slim blades of rice still holding the drops of dew which night had given them; the "sau sau mah haus" singing from the trees on the burying grounds.

The inside of the school was dull and drab despite its newness. Other little boys, neighbors of Lau Shih's, were there already. They were sitting in the rows of benches which filled the room. Lau Shih had slipped into one by the window, and Siau Di had come to squat at his feet.

The teacher was a thin little man with a scanty white beard.

"No dogs may enter the classroom," he had said quietly, but with decision.

"But Siau Di—he wants to come too. He will do no harm."

This had been the first injustice of the day. In spite of all protest, Siau Di had had to leave.

Everything had been strange to the boys. It could not have been otherwise, for not one of them had ever before been to school. The master's voice had droned on and on about things quite foreign to Lau Shih's small realm of knowledge. At length, turning to the window, he had looked at the green fields outside the building. He had longed to be out of doors—sprawled in the shade of a tree watching the buffaloes as they wallowed in the pond with only their snouts and broad flat horns showing above the surface of the water—down by the pond with Siau Di to talk to, with the late summer wind laden with the smell of the land he loved so well, with the cicades sawing away, and maybe an occasional fly buzzing around his head. It would be fun, too, to go wading in the rice paddies. The soft ooze under the water would feel cool between his little brown toes.

The teacher's voice had brought him out of his day dream with a start. He was passing around brushes, paper, and slabs of ink. The boys were to learn to write. Lau Shih's fingers felt clumsy as he tried to copy the strokes which the master wrote on the blackboard. This had been the first time he had ever had a pen in his hand. It was a difficult task, this writing.

Then he had rebelled against the whole school. Why had he to come here? Neither his father nor mother had ever been educated. Yet had they not lived happily enough? Certainly learning would not have added very much pleasure to their lives. If this were so, why need their son, Lau Shih, come to this horrid school? But would his parents understand this hate of his? After all, it hadn't hurt to come. True, he wished to be outside, he hated to write, and he was angry that Siau Di had had to leave. But were these reasons enough?

After a long time, the teacher had dismissed the class. The boys had got up to leave with willingness. Siau Di had been sitting on the steps waiting for his master. The two of them had started homeward.

First they had come to the pond. The buffaloes were there, and it was time that they be driven home. They had been a little reluctant to leave the cool water, but Shih had finally persuaded them to get up.

Now he was lying on the back of one of them. Every now and then he kicked it with his bare foot to hasten its lumbering progress. Siau Di ran alongside wagging his tail and barking joyfully at being at his old task again. Occasionally he would bound off after a fitting bug. Lau Shih watched him fondly as he jumped up, snapped at it, and batted the air with a paw. Somehow the boy had always loved his dog better than the children who lived around him. The two had grown up together and were inseparable companions. Each understood the other and talked in his own language.

The sun was setting behind the western trees. A hush fell over the countryside. The grass by the path ceased to sway. The shrill song of the birds subsided to a low twitter.

The buffaloes plodded along at an easy gait. As they approached the new road, they lifted their heads and stared at it with dull, stupid eyes. They could not understand this long brown line which suddenly interrupted the green fields. Nor could they understand the big black, bug-like things that occasionally whizzed by with a cloud of dry dust and a great deal of noise. This was not to be wondered at, however. Lau Shih knew no more about the cars than they did. Until the improvements of the New Life Movement there had been no such things. The country people were all rather afraid of them. They did not see how the machines went by themselves. There must, undoubtedly, be some magic in them.

His parents were curious to know what he had done, when he got home.

"What did you learn, today?" his father asked.

"I learned nothing at all. The teacher would not let Siau Di stay inside with me. We did not do anything but try to draw lines with stiff pens. The room was dark and stuffy. I do not like school. Why do I have to go? What is the use of it?"

"I do not know," answered his father, "but the great men of our country have been scholars. The sons of all our neighbors are going to school, and I will not have it said that my boy is not as good as they. Surely it cannot hurt you to go."

Thus it was that on the next morning Lau Shih set out once more for school. Siau Di came with him, even though both knew that he would not be allowed in the classroom.

It was early, and a soft gray mist hung over the land. The fields were wet and very fresh. Everything was beautiful until suddenly, in the midst of so much loveliness, appeared the long, ugly line of the road. How could things as hideous as this and the school bring happiness?

Lau Shih heard a croak a few feet away. A big fat frog started jumping across the highway. Siau Di pricked up his ears, gave a short bark, and bounded after it. They were in the middle of the road when out of the mist there came a sound.

"Siau Di," Lau Shih cried in fear.

The gray parted. A black car appeared and whizzed on out of sight. The gray closed behind it.

Lau Shih put a hand to his throat to stifle the sob that came into it. Blindly he stumbled forward, and sank to his knees.

"Siau Di," he mumbled into a still mass of red-tinged fur. Then fury seized him. He shook his fist in defiance at the vanished car, at the New Life Movement, and all that it meant.

ELIZABETH TUCKER.

THE MAKING OF A (SOCIAL) BUTTERFLY

One of the most unfathomable mysteries to an outsider is the astonishing metamorphosis of feminine boarding school inmates each week-end. If there is a dance at the girls' school, or at one close by, the change is a general one; if only a few lucky ones have dates, they are more conspicuous than ever. In either case, Friday sees the ordinary school girl pursuing knowledge in *lieu* of men; Saturday morning, the intermediate stages of the beautifying process (oh, horrible sight!), and Saturday afternoon, the modern Helen of Troy.

First and most important is the hair proposition—"woman's crowning glory," sometimes. As a rule, the heads are unruly mops, clean but uncurled. No fashionable coiffures can be discovered; the simplest method of keeping locks back is adopted regardless of the effect to

shocked beholders. The Saturday morning arrangement is even worse than Friday's. The hairdresser's "goo" has not yet been combed out, and the plastered result looks more like the work of a sculptor than the fluffy tresses now most popular. To add an armored cruiser effect stray curls and waves are firmly anchored down with a fine crop of bobby-pins.

Next, one notices that faces which usually bear a trace of make-up (applied hastily before a dash for breakfast) appear pure and shiny, devoid of artifice. Consequently, an unearthly pallor and a decidedly sickly appearance result in the best of us. There are queer dots of light pink or white on noses, chins, foreheads—pet remedies hopefully applied to untimely bumps which *would* appear.

Costumes are generally unique, if buses or trains leave just after the last class. Sheer stockings and smart pumps, replacing the usual loud anklets and dirty saddle shoes, appear below jaded, too-snug wash dresses, worn to save the new suit, wrinkles, and chalk marks.

As the last bell rings, chaos and confusion reign for a few minutes on the halls. Suddenly out in front emerge the lovely young ladies, all set to take the male populace by storm. Can these be the horrible examples seen all week, drab, and colorless, Saturday morning even worse? Here they are, completely transformed, objects of breath-taking beauty with shining, carefully combed curls, quantities of make-up—and no bumps visible—in the smartest outfits of the season. Is it strange that our observer shakes his head and wanders off mumbling to himself, "Caterpillar, cocoon, butterfly—nothing to compare with this—no, nothing at all——"?

MARY SHEPHERD QUINTARD.

TIME

Time flies on, summer, winter, and fall.
It seems only yesterday I was so small.
So many things I have wanted to do,
But all too quickly time flew.

I wanted to paint, I wanted to write,
To pursue endless hobbies was all my delight;
But each ambition was sure to die
As time so quickly passed me by.

Time, ruthless time, oh wait for me,
What is the hurry, why do you flee?
Can't you see efforts wasting away
As tomorrow slips into yesterday?

Yet on you fly; on, on forever;
Achievement seldom crowns endeavor,
You slip upon us, whizzing on,
Like lightning you come and then are gone.

WINIFRED MORRISON.

ROMANCE OF A BRACELET

"Oh, how lovely!" I exclaimed as I drew a beautifully carved gold bracelet from my aunt's jewel case. "It's an antique, isn't it?" I questioned as I turned the dainty thing in my hand to admire it more closely and to see the perfection of the delicate piece. The design and intricate pattern were marvelous. Never had I seen such an exquisite bracelet. It was fashioned of thin, pliable, gold links, each of which was covered with elaborate carved designs and figures. Its dainty size told that it had been intended for a small wrist.

Its loveliness held me, and it was with some reluctance that I complied with my aunt's request to put the bracelet back into the case from which I had taken it.

"Tell me where you got it, auntie," I begged, fearing that she would shut up tight and refuse to tell me. Perhaps I suspected a romantic history. It was that kind of a looking bracelet. "A thing like that is bound to have had a wonderful history."

She laughed at the young eagerness, and perhaps at the accuracy of my imaginings. She began slowly as though she were collecting the facts to narrate them. "Well, my grandmother left that to me when she died. She told me a story about it when I was a little girl just about your age. It seems that when Granny and Grandfather settled in Boston soon after they were married, they were rather hard-pressed and found it necessary to economize in every possible way. They had rented a tiny cottage near the water-front and Granny, of course, did all of her own work."

"Grandpa had always said that the first thing he would do when financial problems became less pressing, and he could afford it, would be to hire a girl to help his lovely wife with the many duties of their home. She had left a fine home to marry this man that she loved and try as she might she found it ever so hard to learn the thousand menial tasks that besieged her. So when Grandfather's raise materialized after not too many months, he renewed his promise in earnest.

"One evening very soon, before they had found the girl they wanted, Grandfather answered a knock at the door and saw a young girl standing there. She was cold and not dressed warmly enough. He noticed that she was exceedingly beautiful and very thin, as she stepped inside

the door so he could close it against the wintry blast of the night outside of the cozy cottage. It seems that she was looking for a place to lodge and had missed the directions to the house someone had suggested. She had come from the ship that had docked less than an hour before from Hamburg, she said.

"Granny insisted that she warm herself and rest a bit before she faced the biting Atlantic winds again. My grandparents gathered that she had left Germany, her native land, because work was scarce and wages low. The girl had saved until she had funds to bring her to America and security. But she didn't have a job. She was alone and bewildered by the place.

"She completely won Granny, who determined to hire the girl herself though she had insisted before that it was ridiculous to have a hired girl for just the two of them. The girl was so grateful and so thrilled by the offer that they were very pleased themselves to have settled two problems at once. They even turned over the guest room to the girl, because there was no other bedroom in their home.

"Of course, things were hard for them all at first. It was obvious all too soon that Marie was unfit for the work and not as used to that sort of thing as they had been led to believe, but the girl's conscientious trials made Granny patient. The girl's small, soft hands had never washed dishes or held a broom before, that was certain. Marie was not strong. She tired easily and with all of her strength was hardly able to move the heavy furniture. And yet she tried so hard to learn that Granny had to forgive her mistakes and blunders.

"Marie was, however, quite a puzzle to my grandparents. She withheld any relation to her past, being always careful not to reveal anything that might give them even a clue to the life she had led in Germany. They were not fooled into believing that Marie had been merely a servant girl. They suspected that in spite of her first appearance of poverty before them, her parents had been educated, for her manners were very gracious, even dignified, with almost a courtliness.

"The continued efforts of the servant finally reaped their reward, for before very long she had mastered the various duties. She was very happy in this new country and in her new home. She began to sing as she performed her duties about the house and enjoyed her work more and more. It was this pleasure that proved so bewildering to my grandparents, that is, in addition to the one fact that she always stayed at home. She never seemed to want to go anywhere, but preferred to stay at the house, or at least within the boundaries of the white picket fence.

"Then one day after Marie had been with them about three months, Granny arrived home from shopping and was startled to hear men's voices raised in argument within. They were talking in German, she thought. Very much amazed but not at all afraid, Granny entered.

Before her stood two very elegant and impressive looking gentlemen (she knew they were gentlemen for they bowed at once with the greatest respect).

"Immediately the confusion seemed to settle down somewhat. Granny, of course, immediately demanded an explanation. Marie, who had been huddled against the wall all this while as though in mortal fear, dashed to her side as if for protection against some great enemy. She had been crying and looked as though she would continue at the slightest provocation. Granny put her arm around the trembling figure as one of the men stepped forward and began to speak. In polished English he explained that he and his friend had come to take Marie home to Germany. Imagine Granny's feelings when she was told that her servant was in reality a countess who had fled her country to escape a marriage of state. The men were envoys of her father, who had spent a frantic period of search for his daughter.

"Granny realized she was powerless to help the dear girl, who was a victim of circumstance. She had had to give up the man that she really loved and whom, it seems, she had been awaiting to come to her from the continent. Marie had to acknowledge that her plight was fairly insoluble and resigned herself to the unhappiness of returning to a husband of her father's choice.

"The countess left before the week was out with the bodyguard her father had sent. It was a very sad parting for them all, for Granny and Grandfather had come to love the girl as much as she loved them for being even a temporary protection against a future that seemed utterly empty to her. Not very long after she had left, the countess sent this lovely bracelet to Granny as a gift of friendship and gratitude for all her kindness. Granny loved the bracelet as you do, but it always made her heart ache for the girl who longed in vain to give up everything for the man she loved."

MALLIE RAMSEY.

TWO DAUGHTERS

Mother must have known how much I loved her,
Yet my heart aches with the memory of days now flown.
Did she really know?
I never told her so.

Another daughter, burdened with the tasks of living,
Stopped long enough to think and make certain.
Thank God I know,
Because she told me so.

VIRGINIA ALLISON.

STAR OF THE EAST

In Bethlehem
A wondrous, dazzling star
Pronounced the magnificent birth.
Soon a crude wooden cross
Told of a Man who died
That He might save men on earth.

VIRGINIA ALLISON.

ONE NEVER KNOWS—OR DOES ONE?

The low clouds, pursued by the swift wind, rushed through the night. The shadowy form of a girl walking slowly, with a slight limp, down the narrow, stifling street, paused and looked up at the sky. She gave a derisive, cynical laugh, but one that ended on a note of helplessness and sadness, and with her head lowered continued walking down to the wharf.

When she reached the wharf her feet on the boards made a loud yet singularly still sound. Reaching the edge she put out her hand and rested it against one of the posts, and with her heart pounding inside her frail body, looked down into the restless water below. Her glance seemed to penetrate the very soul of that inky blackness, and to search for something. Part of the next post moved and became a man. His husky voice, at once full of curiosity and sympathy, caused the girl to jump nervously, as it cut the stillness of the night.

"Why?"

Still looking in his direction she asked resentfully, "Why what?"

"Why are you wondering if that water is as cold as it looks? Why you were born anyway; and who would miss you if you were gone?"

"I—I'm not—that is I——"

His gesture checked her faltering, choked attempt to answer.

"No, don't answer. I don't really care. I just wondered." He was beside her now, and the half-light of the moon showed him to be straight and tall and dark. His eyes pierced her own searchingly. Hers dropped before his direct look.

"You are right," she admitted hesitantly, frankly, "I was wondering those very things. And they are true, aren't they? Who would care? Why was I born? The water is as cold as it looks and—I'm desperately tired." She seemed trying to give herself strength to continue, but ended abruptly with a sense of weariness and futility.

The young man, for she could see that he was young in spite of a two-day's growth of beard and shabby clothes that hung loose from his slim frame, took out a package of cigarettes and offered one to the girl. She

shook her head. "Go on," he insisted, "you might as well end the jubilee with one she-bang."

She looked up quickly, saw his smile, laughed half-heartedly, and took one of the proffered cigarettes.

The flare of the match lighted her pale and pitifully thin face. Her round childish eyes reminded him of those of a fox at bay. Her hand trembled like the flame she protected against the night wind.

"Well," he asked after some time, "will you tell me?"

She seemed to gather her breath and with a deep sigh of self-pity began somehow. "... the same old story, struggle, fame, for a moment and then struggle again. I saved; I starved; and I prayed for a chance. When I thought I couldn't go on Davinnie gave me a place as understudy to the prima ballerina. I thought my happiness was complete. Everything I'd ever hoped for was at last opening up." She paused, dragged heavily on the cigarette, and continued. "The night before the premiere Mlle. De Arvre and Davinnie had a terrible row. His hot temper revolted furiously at the temperamental star and her mad conceits. He rushed out wildly and roared for me to sign a contract as he tore another one into a thousand bits. I became the prima ballerina. There followed two scant months full of happiness I'd never dared dream of. I knew security and peace of mind at last.

Then one night it happened. The curtain went up; the house was packed and I stood trembling and throbbing with excitement in the wings awaiting my cue. Sudden a "spot" hurtled through space from above and crashed at my side, pinning my foot beneath its crushing blow."

She stopped and shuddered as though she felt the writhing pain again. His eyes searched the water. The waves slapped furiously against the wharf, and the wind seemed suddenly to increase its force for accent. She drew a deep breath again and continued, "After weeks in the hospital, more weeks on crutches, I was able to walk. I longed to get back to dancing and kept asking when I could begin practice. I must have been rather pathetic because at last Davinnie came to see me alone, and frankly told me the truth. I'd never dance again." Her head dropped against the post. The young man remained still and silent, and in a moment she went on.

"In a little while there was no money. I couldn't find work. I knew nothing except dancing and I couldn't do even that—now. I searched the papers for jobs; I hounded employment agencies, I did everything, but there was no place for me. So, here I am. No money, no friends, all my chances gone. The water seems a solution to everything!"

The young man flipped his cigarette into the water. It went out quickly when it hit the blackness below, and the girl watching it shuddered.

"Not so nice, is it?" he asked. Then—"You know life is never a bed of roses all the time. We all have a tough break now and then, some worse than others, I'll admit. You can't give up. There's usually a better way out than the so-called *easy* way."

He lit another cigarette and, reaching in the pocket of his coat, drew out an envelope.

"Here is a name and address. Give this letter to Mr. Austin. He'll give you a job. It won't be much to start, but you can do it and there's a good chance for advancement. You'll have a place to live and plenty to eat, and a little money left over."

He held the envelope out, but she made no response.

"Don't be a fool," he said as he closed her hand over it. "Now run on home, and good-bye for now. I'll drop around to see how you're getting along in a few days. Please don't thank me. I was just someone who could help and did. Now good-bye."

She took his hand and, eyes brimming over, tried to say something, but the tears choked back all sound. Then the man left her. She wandered away soon herself and was devoured in the narrow, stifling streets of the city. Not far distant she stopped under a light and opened the envelope. Yes, the name and address were there. It was real. Everything was right once again, though she had never thought it could be. She turned back to look again in the direction of the wharf, smiled, and walked on.

The clouds moved faster, the wind's whisper grew into a scream, the waves grew from a quiet lapping to a thundering roar. The new vigor of the wind caught up a half-smoked cigarette that lay on the rough boards of the wharf, rolled it slowly at first, then faster and faster until with a single strong gust, dropped it into blackness with a hiss.

The next morning two little urchins aroused the neighborhood with their shouts of joy when they found a battered old hat and a shabby coat and a pair of worn shoes carefully placed on the boards near one of the posts.

It never entered their childish minds to wonder what had happened to the owner—nor will anybody except perhaps a crippled girl.

TERESA ANDERSON.

THOUGHTS ON CHRISTMAS

"Oh, tell me, learned historian,
Oh, tell me, if you may,
Of how the world in a thousand years
Will celebrate Christmas Day?"

"The world must change, the Christian age
Itself shall pass away;
And so," he said, "in a thousand years
There'll be no Christmas Day."

"Oh, tell me, wise philosopher,
Oh, tell me, if you may,
How the world in a thousand years
Will celebrate Christmas Day?"

"Man's reason and man's intellect
Will then have found a way
To teach us to live the perfect life;
So, no need for a Christmas Day."

"Oh, tell me, faithful Christian,
Oh, tell me, if you may,
Of how the world in a thousand years
Will celebrate Christmas Day?"

"God's 'peace on earth, good will towards men'
The angels sing alway;
With the Christian love that can never die
We'll celebrate Christmas Day."

HALLIE TOWNES.

A SONNET

Consider each philosophy we see:
The ideals song the thoughtful poet sings;
Each plan which promises the world will be
An ordered star, with perfect men, like kings;
The Stoic's powerful law of self-control,
Which shows us how to laugh at cruel Fate;
The golden mean obtained by Greeks of old;
Or Plato's subjugation to the State.
Now when I see each perfect God-like plan,
Confronted with a test in smallest things,
Dissolve and vanish like a house of sand
Before destruction that the ocean brings,
I wonder how, in greatest things of all,
These fragile dreams of ours can help but fall.

HALLIE TOWNES.

CONSIDER THE LILY

I wish I were a lily, for
They neither toil nor spin.
They look as though they really had
That blessed peace within.

When Phoebus splashed with spots of paint
The seven-thirty sky,
I'd laugh and pull a petal pink
Across my sleepy eye.

No breakfast dew on spider webs
Could make me rise, for who
Would imitate the painful things
That mortal drudges do?

But when at last I should arise
And really start the day,
Do you suppose I'd study, when
There still was time for play?

And when a bullfrog sang or spoke
With pompous chest inflated,
I'd stay at home nor care at all
That I'm not educated.

When thistles asked me for a date
I'd leave my shaded bowers,
And do you think I'd ever tell
The spinster dragon flowers?

Alas, 'tis late to change *this* life,
And altogether silly,
But when I'm born again, on Mars,
You bet I'll be a lily!

HALLIE TOWNES.

THE HIGHWAYMAN

A gallant highwayman was he
(’Twas a weird wet dusk and all things biding),
But high he hangs on yon fir-tree,
A warning grim to you and to me—
(’Twas as a weird wet dusk when he was riding).

A girl loved him; he loved another.
('Twas a wild wet night that she betrayed him.)
His corpse is waked by one nor t'other,
The woman 'neath it is his mother—
('Twas a wild wet night the patrol laid him).

A merry man was he and true
('Twas a wan wet dawn that saw him dying),
Stained with blood is his waistcoat blue,
God grant it hap to me nor to you.
('Twas a wan wet dawn that saw me crying.)
IDA MARY TURNER.

MEDITATION

There, the lights have been turned off. The place is dark inside, but there's a soft glow of late twilight coming in the windows and making dark gray shafts of color tangent to the sills. The days are getting longer. Why, two weeks ago at this hour night had fallen completely. Spring will be here soon and then summer and then—but listen to the birds chirping peacefully, proclaiming dusk.

The organ begins to play softly. Here, I slide to the left a little. Now, that hat in front of me keeps the light over the organ out of my eyes. The room grows darker and the candles seem brighter. They burn so steadily, flickering gently in a draft through a crack in a Gothic window. The music swells and reaches upward with the flames. My rhapsody is complete. Oh God, how beautiful the Altar is! I've been praying silently but urgently seeking and I've found God's nearness to me there. The music, the flames, the twilight, the flowers on the altar, my roommate sitting near.

Handel's *Largo*, exquisite! I wish I had learned to play that before I stopped taking piano lessons. I wonder what I'll be doing a year from this night. These two years are almost gone now and I recall the many times that I cried, on other Sunday nights, here, and I wanted to be home. Probably the family is eating pick-up supper in the pretty yellow breakfast room. I've missed them so much! Perhaps they are wishing right now I was there too.

The music is more gentle now. My thoughts and the music are one. Soaring, then soft and tranquil, peaceful as the night. Sunday night Vespers. When I've graduated I'll always look forward to coming back to school and to these services. I'll miss these school days terribly and the girls who are dear friends now. In June they'll scatter in a hundred directions. With the years they'll forget me and I'll forget them.

Names and faces will become jumbled in a hopeless maze. Companions in work and play gone. It seems that I've just gotten to know them really, and soon we have to part. Some of us will never see each other again. Others will meet again some day, somewhere, where they have daughters and even granddaughters of their own at Saint Mary's. Still other very lucky ones may continue meeting regularly. When we meet, we'll be happy remembering the same experiences and mutual school friends. Remembering——

Someone is crying softly, ashamed a little. The music and her own thoughts have penetrated too, swelling and hurting. Tears have welled up to fill brown eyes, a full heart.

The candles burn steadily. *Largo* is ended. I wish it could go on and on. Gradually the music has died away. The silence glows. And deepens, penetrating into my very soul. The organ swells up again. Youth kneels and softly sings,

“Now the day is over,
Night is drawing nigh,
Shadows of the evening
Steal across the sky.”

A CHILD

A weary traveler—hungry, cold, alone—
Filled with despair, exclaimed in bitter tone,
“There is no God.”

A kindly priest, who found him in the night,
Consoled the one who cried to him in fright,
“Is there a God?”

A child one day come to the traveler's side—
Brought love to him and he the world defied:
“I have found God.”

MARTHA LEWIS.

THE NIGHT

Soft starlight slips serenely to the earth.
The stillness of the night, its solemn peace
Shield joyful tidings of a Baby's birth.

A weary mother kneels beside His bed.
Her face is calm; she lifts her arms to pray
And, lo, a holy light shines 'round her head.

This barren cave glows with a heavenly light,
This lowly manger holds the hopes of man.
The Christ is born. Peace softly claims the night.

MARTHA LEWIS.

LEST WE FORGET

I've been pondering a rather unique thought for some years now, but before this time I've kept it to myself for reasons unknown, or perhaps because I was ashamed of a fear that is bound to be considered infantile by a large number, if not the majority, of my friends and associates.

However, having reached the very ancient age of twenty years and having, I hope, an intellect and attitude equivalently developed with the years, I am ready to disclose the secret fear that has weighed upon my mind so long with the hope that someone somewhere will see and perhaps understand.

When I was very young, I think five or so, I remember driving to a neighboring town to see my oldest brother play football with his high school team. As we pursued the main thoroughfare through the city, we noticed a large, ugly cemetery on our right which stretched along the street for a great many blocks. It was a ghastly sight. Every somber marble saint and each stone cross struck terror in the young heart of me that could not comprehend death and cemeteries at all. I buried my curly head in Mother's lap, closed my eyes up tight and tried hard to think of a field of bright daisies fluttering in the wind and of butterflies and a blue sky, but my mind continued to dwell on the place. That night I had a nightmare and for several weeks the place haunted me, while during the years since I have thought often of the terror the place struck in me.

Cemeteries . . . somber granite slabs commemorate the dead. The dead . . . who are the dead? If a man's life was not full enough to make us remember him, then certainly empty death could never preserve his memory . . . or at least not in a way *I* would want *my* memory preserved. It is strange that it has not struck society that cemeteries are

only vile memorials of the dead. Progressive thought has not reached this realm. For me, I can think only in terms of the living, and accordingly only those who lived once and whom I remember, now as then, as alive. The dead . . . I do not know them; I have never seen the dead.

When I die I will have none of it. No gravestone will mark my head, no plot in a cemetery my memory. One less such marker to strike terror in the heart of another five-year-old. Perhaps when thought progresses enough there will be no cemeteries at all. People will have seen and understood. Then tiny girls will not have to tuck curly heads in mothers' laps.

Some day, I say *perhaps*, thoughts or maybe a tear or two, will be enough to commemorate a life well lived.

VIRGINIA ALLISON.

LOST ENCHANTMENT

Lilies of the valley in a dingy shop
Can start the swift rush of tears;
And suddenly my heart will stop
As a hurdy-gurdy nears.

A glimpse of lovers gazing past the moon,
The murmuring chant of April rain,
A gypsy violin's mournful tune
Bring back that wild, sweet pain.

Although I say I never really cared,
And I am glad we are apart,
Never will that spring once shared
Let me tear you from my heart.

MALLIE RAMSEY.

THE BARGAIN

The Little Girl felt very much alone. The day had been long and stupid, for James, the boy across the hall, had been away, and he was the only other child of her age in the large Shanghai hotel. Mother had tried to make some progress with her in spelling and reading and arithmetic, but lessons had held no charm. She had finished her arithmetic in a hurry for, when Mother was not looking, she had rubbed out a lot of the figures to make the examples easier. All afternoon she had read the new fairy tale book Daddy had brought yesterday.

Tonight she was sitting on the stairway steps leading to the large lobby. Omah had had to go home unexpectedly. The steps were covered with dark red, thick carpet; so they were very comfortable for the Little Girl. There was a heavy railing between whose pillars she could look down on the people below. A stained glass window beside the stairs with a castle and a stone flight of steps leading to it fascinated her every time she saw it. She was a beautiful princess with long golden hair (her own was brown and cut in a Dutch bob) imprisoned in the castle. Now she was the brave knight coming to rescue the princess.

Oh dear! So many people kept coming in, but no Mother and Daddy. The clerk downstairs was a nice man. Usually he smiled at her. But tonight he was so busy registering newcomers that he didn't pay any attention to her. His eyes were the nicest things about him, she thought. They crinkled up.

She wished Mother would come! That looked like Daddy and her now. No, that was Dr. and Mrs. Finch. She had heard Mother say he was the new ship's doctor. His wife was very pretty, almost as pretty as Mother. What had happened to them? They'd been gone for hours and hours. At least two hours, she thought, remembering they had left at seven. Where could they be?

"Please, God, bring Mother and Daddy back to me," she prayed.

Maybe just asking for their safe return wasn't enough. What could she do? If she did something she didn't like to do, maybe He'd listen to her. In all the Bible stories she remembered, David and Elijah and Moses did things for Him. They did the things they hated, too.

There were so many things she didn't like to do: take baths; be polite when grown-ups patted her on the head. Why, she wasn't a *baby*; mind Omah when she called . . .

"What don't I like worst?" she asked herself.

Letters. That was the answer: writing to the relatives and friends back home. She thought of all those Christmas presents she hadn't written to thank them for. Mother had said she should, but, goodness gracious, it was only February and there were ten months left to write them! Grown-ups were so funny. They expected her to be a "good little girl," and writing letters was part of being a "good little girl." Everywhere she went: "Don't forget to be a good little girl."

Huh! Bet they hadn't been *good* little girls always. Well, she'd do one thing she was 'sposed to.

"Squincing" her eyes up tight, she said very low, "God, if you'll bring Mother and Daddy back, I'll write to Aunt Sarah!"

There! She guessed He'd appreciate that. Aunt Sarah was the worst one of all to write to. She'd sent a picture book this time. Why, picture books were for *babies*. She wasn't a baby. "See the pretty ball. Color

the ball red." That was what picture books said. As if she didn't know what color she wanted her ball to be. Yes, Aunt Sarah was the one to write to.

"Please, God," she whispered again, "I'll keep *my* promise. I'm going right now to write her. Bring them back soon!"

She ran up the steps, one-and-a-half flights, for their rooms were on the third floor. Opening the door quietly to keep Small Sister from awakening, she felt her way to the desk in the dark. She reached up, found the base of the lamp, and turned the light on. The writing paper with the little green dog on it—that would be best. She selected a clean piece and began to write laboriously, using the stubby pencil Mother had left there.

"Dear Aunt Sarah"—that was the right way to begin. Now what should she say?

"Thank you so much for the pretty picture book," she whispered to herself, as she struggled with the pencil.

"I miss you." That was a story; so she inserted "don't" up above "miss."

"Mother and Daddy and Baby Sister are fine. . . . Love, Nancy."

It was done. It hadn't been so hard. God ought to be pleased. Mother and Daddy would come soon now.

"Guess I'll go to the stairs again and see if they're there yet," she said to herself.

Down one flight and half the next and she was at her pet place again. She peered anxiously through the railing. Lots of grown-ups were sitting or standing in the lobby, but not Mother and Daddy.

That was a beautiful blonde lady there, she thought. She looked like the fairy princess in her *Red Fairy Book*. "Rapunzel, Rapunzel, let down your long hair." That was what the prince said to her. Was the blonde lady's hair long enough to let down so that the prince might climb to her tower room? The lady turned, and the Little Girl saw that her golden hair was bound in a knot; so perhaps her hair *would* reach to the ground. It must for, if the prince couldn't come to rescue her, the lady would stay forever in her tower, a prisoner of the witch of the dark forest. The witch must have let her out for the evening. At twelve o'clock she would come to get her.

There couldn't be a witch where Mother and Daddy were, a horrible toothless old witch with a sneering cat and a crooked broomstick? Perhaps she was carrying Mother and Daddy away now, for always.

She could hear Mother say, "Nonsense, dear. You know there're no such things as witches."

In the daytime, when the sun shone and there were no dark shadows, she agreed with Mother. Witches seemed ridiculous. But at night while the pale moon crept across the sky, who knew what awful creatures slunk in the shadows below?

"Oh, God," she prayed, "please keep the bargain."

People came and went; but the Little Girl recognized none of them. What had happened to Mother and Daddy? Had the big Indian policeman, that stood on the Bund, kidnapped them? Omah told strange tales of him, and he was *very* big. She began to get angry.

God wasn't playing fair. He wasn't keeping His side of the bargain! Fear gave way to rage in her small body. So He had cheated her! She would show Him. He wasn't going to get away with cheating an American!

Huh, maybe He wasn't so important anyway, just an old man in a long white dress. Daddy wore pants even when he went to bed. Of course, he used to wear nightgowns, but not anymore. If God were as great as everyone said, why didn't He wear pants? Whenever Mother and Daddy had had a fuss, Daddy always said, "Who's wearing the pants in this house, anyway?"

And Mother said, "Why you are, John, of course."

Then Daddy looked very important and kissed Mother, and they made up. She bet God's *wife* won all the quarrels they had. The Little Girl had never heard of His wife, but He must have one. Every man she knew had a wife.

Having convinced herself that God couldn't hurt her if He tried, she ran upstairs again, fuming all the way.

"Thinks He's good, does He? Doesn't keep His old promises; so He's just an old—just an old—thing! That's what He is!"

She flung open the door and snapped on the light, not caring whether Baby Sister woke or not. Slamming it to, she walked to the desk as determinedly as she could for her size. There the letter lay waiting for Mother to come home and provide the stamp.

She picked it up and tore it lengthwise, parting the tail of the little green dog forever from his head. She tore it again and again until all her words were unrecognizable. Then she dropped the tiny pieces slowly into the wastebasket. She reckoned He was sorry now for breaking His promise.

At the thought of His promise, she began to sob, for now Mother and Daddy would never come back. She threw herself on the bed and lay there crying. All the people in the rooms near hers had gone out; so she could give way to her feelings without anyone's hearing and bothering her.

She did wish Baby Sister were a little older, though. It would be nice to have someone she could talk to and who would sympathize with her. Mother had said Baby Sister would be a big girl before the Little Girl knew it, and a fine playmate.

Mother! Mother was gone. Now she and Omah would have to raise Baby Sister all by themselves. She wondered where they would live. Probably in a little old shack with Omah. She had never seen Omah's

house, but Omah was very proud of it. Since Mother wasn't coming back, Omah wouldn't get any money. Maybe the three of them would starve!

She began to sob again, great silent sobs that shook her little body. It wasn't fair to have your Mother and Daddy taken away without being able to do a thing about it. Gradually her sobs grew less and less frequent. She was so tired and sleepy. . . . The bed was very comfortable. She tucked the pillow under her head and pulled the blanket partly over herself.

"It must be awf'ly late." . . . So the Little Girl drifted off into sleep. . . .

"Hello, darling. How's my Little Girl? I had a lovely time at the party, but Daddy and I were sorry we couldn't get home to our children sooner."

Mother had come. Everything was safe and right once more. Mother was trying to wake her up to undress her.

"How—how—did you get here, Mother?" said the Little Girl, blinking her eyes and trying to appear very wide awake.

"The same way I always do, dear. Why didn't you turn the light off before you went to bed? And why on earth did you go to sleep without undressing. You must have been very tired, darling." Mother was unbuttoning shoes and pulling off the Little Girl's dress all the time she was talking.

Then the Little Girl remembered. "I've got to get up, Mother," she said.

"Nonsense, dear. It's too late. Come on. I'll turn down the sheets and tuck you into bed in a jiffy!" Mother laughingly replied.

"But, Mother, I promised. Maybe He hasn't found out yet that I broke my promise. I *must* get up. Just a minute? Please!"

"No. It's too late, as I told you before!"

"Mother, I've just *got* to! He might do something terrible!"

"Well, all right." Mother didn't sound any too pleased.

The Little Girl ran over to the desk. She picked up one of the sheets with the green dogs on them.

"Dear God and Aunt Sarah," she wrote, mouthing the words to herself. "I'm writing a big hurry, so He won't know I've broken my promise. Thank you so much for the pretty . . .

MARY ELIZABETH NASH.

SNOW-ARTIST

Silently fall your fairy flakes
By playful breezes whirled,
Sketching with their skillful strokes
A changed and charming world.

In purity you clothe the fields
Just now so bleak and brown ;
You make the weather-beaten church
White guardian of the town.

Starkly rise the trees against the sky
Until in velvet mist
You drape them, and they stand transformed,
Mysterious, proud, snow-kissed.

The sky is your palette luminous,
Ethereal, star-splashed, bright ;
The wind is your magic brush that paints
A fairyland of light.

MARY WILLIS DOUTHAT.

ALUMNÆ SECTION

ARTICLE ON VIRGINIA BY MISS SARAH HALL GETS MUCH COMMENT

An article written by Miss Sarah B. Hall (Saint Mary's, '35), of Scotland Neck, dealing with the decline of the State of Virginia as a power in national affairs has created tremendous interest throughout the State of Virginia and elsewhere.

Miss Hall first wrote the article as a thesis leading to a degree while she was a student at Randolph-Macon Woman's College. It was considered so excellent that it was selected for widespread distribution by the *Richmond Times-Dispatch* and in its editorial section three Sundays ago an entire page was devoted to Miss Hall's article.

The response was immediate. From every section of Virginia Miss Hall has received letters dealing with the subject matter of the article. Some of the letters commend her for her very searching and intelligent inquiry into the basic causes behind Virginia's diminished influence in national affairs. Some of them are highly critical and disagree entirely with Miss Hall's conclusions. But all of them admit the excellence of the work she has done.

The article takes the form of a symposium with accompanying comments by the writer. The opinions of most of Virginia's present-day leaders were sought, as well as those of numerous industrialists and agriculturists.

It is on the whole an excellent piece of work, which has earned the recognition to which it is justly entitled.

NEW MEMBERS ELECTED TO ALUMNÆ COUNCIL

At the annual meeting of the Alumnæ Association last commencement, a motion was carried stating that from henceforth members of the Alumnæ Council should be elected by the votes of the active alumnæ and by local chapters.

In accordance with this amendment, a list of candidates was sent out, three of which were to be voted upon. The result was the election of Mrs. T. W. M. Long (Minnie Burgwyn), of Roanoke Rapids, Mrs. Tom Powell, Jr. (Katherine Duff), of Raleigh, and Mrs. Bennett Perry (Katherine Drane), of Henderson, to take the places of Mrs. Paul Davis, of Raleigh, Mrs. Howard Hartzell, of High Point, and Mrs. W. D. Toy, of Chapel Hill.

The Alumnæ Association expresses sincere appreciation for the many services rendered by the three retiring members of the Council and extends best wishes and congratulations to the newly elected members.

ROCKY MOUNT CHAPTER HAS MEETING

Mrs. Frank P. Meadows was elected president of the Rocky Mount chapter of the Saint Mary's Alumnæ Association at a meeting held at the home of Mrs. W. E. Spruill, on Friday evening, January 20th. Mrs. Spruill, who has held the office for the year just concluded, presided at the session at which Mrs. I. D. Thorpe was elected secretary and Miss Louise Pearsall, treasurer. Mrs. Thorpe will succeed Miss Helene Willingham, and Miss Pearsall, Miss Mary Hester Lewis.

The session was featured with an interesting talk by Miss Kate Spruill, Field Alumnæ Secretary of Saint Mary's, who was presented by Mrs. W. E. Spruill. The speaker outlined a program of expansion which is under way at the school and discussed the question of increasing the facilities. Certain improvements which are now under way were mentioned and the alumnæ were appealed to for assistance.

In order to make a contribution to the school, local alumnæ will sponsor a benefit bridge party in the future.

The local chapter had the privilege of voting on three alumnæ to be added to the Alumnæ Council this year. Mrs. Bennett Perry, Mrs. Theo Thomas, and Mrs. Thomas Powell were the local chapter's choice.

The hostess served dainty refreshments during the social hour. Those present were: Mrs. F. S. Spruill, Mrs. Frank P. Meadows, Miss Polly Easley, Miss Anne Simpson, Miss Mary Long Battle, Miss Frances Bradley, Miss Kate Parks Kitchin, Miss Louise Pearsall, Miss Mary Chevasse, Miss Bessie Bunn, Miss Josephine Smith, Miss Helene Willingham, Miss Kate Spruill, and the hostess, Mrs. Spruill. (Taken from Rocky Mount paper.)

HENDERSON CHAPTER SPONSORS BRIDGE TOURNAMENT

The bridge tournament given by Saint Mary's alumnæ Saturday afternoon at 3:30 in Cooper's Hall was widely attended, with many tables being reserved. Mrs. J. H. Zollicoffer won high score prize.

Tea was served at five o'clock. The alumnæ expressed their appreciation to those who attended the card party. (Taken from Henderson paper.)

ONE INCREASING PURPOSE RUNS

It is of no little significance that we find at the opening of each school year a constant reminder of the part Saint Mary's has played in the lives of those who have been before. For through the years have come daughters, granddaughters, and great granddaughters to inherit the wealth of tradition and to share in the satisfying experience of Saint Mary's. So it is of no little significance that out of the 218 students in Saint Mary's at the present time, 53 of these have mothers and grandmothers who preceded them here.

Realizing the need to "knit more closely the old traditions with the new ideas," Miss Katie McKimmon organized the Granddaughters' Club in 1909 and since that date the club has brought these girls together in an organization.

This year the 53 members are headed by Lossie Taylor, of Wilmington, daughter of Placide Clark. Lossie is one of Saint Mary's outstanding seniors, has succeeded in keeping on the honor roll, yet has taken an active part in all school activities. As well expressed by the "Belles," "Lossie is the kind of girl, prominent as well as attractive, who makes Saint Mary's famous." Elizabeth Tucker, of Raleigh and Shanghai, secretary of the club and also outstanding, is the daughter of Annie Cheshire.

The club may be justly proud of the fact that it contributes five presidents to campus organizations and two editors to the student publications. Laura Gordon, of Spray, president of the junior class, is the daughter of Anna Clark. Annie Webb Cheshire, of Raleigh, president of the day students, is the granddaughter of Joseph Blount Cheshire. Lucy Landis' daughter, Marianna Hancock, of Oxford, is president of the Y. P. S. L., and Helen Wesson's granddaughter, Mary Shepherd Quintard, of Raleigh, is president of the Sigma Lambda literary society. The German Club's president is Merrie Haynes—daughter of Rosalie Wilkinson.

Martha Lewis, of Durham, is doing a fine job of editing the annual this year. Both Martha's mother, Lottie Sharp, and grandmother, Cornelia B. Lewis, attended Saint Mary's. Mary Kistler, of Morganton, daughter of Mary Wilson, is editing the student handbook for this year.

Numbers of other "granddaughters" hold class offices, have made honor roll, and have shown themselves generally outstanding in school activities. The list above proves no unusual point.

In order to find the number of "granddaughters," as well as other girls in school because of alumnæ influence, the following survey was made. In the survey, students were asked to give their reasons for choosing Saint Mary's. The results were as follows: Out of the 254 students present at the particular time, 103 of these came because of some relative who had come in a previous year; 55 came because of the influence of

some alumnæ; 84 chose Saint Mary's independently, and 12 stated that Saint Mary's had been recommended by other schools.

It is encouraging to note the active and vital part taken by alumnæ in student selection, and it would perhaps be safe to say that no other school could boast a stronger family continuity than Saint Mary's. Certainly, to have its traditions passed down from mother to daughter is a tribute and adequate proof of the place Saint Mary's takes in the lives of her daughters.

And so for your interest and information, we give you the granddaughters and great-granddaughters of Saint Mary's now in school:

Ann Baker, of Greensboro, daughter of Penelope Slade and granddaughter of Susie Hunter.

Susan Baker, of Greensboro, daughter of Penelope Slade and granddaughter of Susie Hunter.

Betty McLin Bell, of Pittsboro, daughter of Elizabeth Anne McLin.

Mary Guy Boyd, of Durham, daughter of Elizabeth Tarry.

Elvira Cheatham, of Henderson, daughter of Belle Davis.

Annie Webb Cheshire, of Raleigh, granddaughter of Joseph Blount Cheshire I.

Cornelia Clark, of Scotland Neck, granddaughter of Mattie Herring.

Louise Coleman, of Asheville, daughter of Dorothy Meares and granddaughter of R. A. Meares.

Marguerite Crow, of Houston, Texas, granddaughter of Emily Davis.

Rebecca Davis, of Salisbury, granddaughter of Elizabeth McCorkle.

Marjorie Wood Fagan, of New Bern, granddaughter of Elizabeth Jones Macon.

Elizabeth Tayloe Fowle, of Washington, N. C., granddaughter of Athalia Cotton.

Phyllis Gatling, of Windsor, daughter of Clara Mardre.

Laura Gordon, of Spray, daughter of Anna Clark.

Jessica Graham, of Charlotte, daughter of Jessica Vann.

Marianna Hancock, of Oxford, daughter of Lucy Landis.

Katherine Hardison, of Raleigh, daughter of Katherine Smith.

Florence Harris, of Raleigh, daughter of Saidee Robbins.

Sue Harwood, of New York City, granddaughter of Sue Somerville.

Merrie Haynes, of Charlotte, daughter of Rosalie Wilkinson.

Mary Tudor Hudson, of Norfolk, Va., daughter of Katherine Winslow, granddaughter of Mary Wood.

Ida Jeffries, of Kinston, granddaughter of Ida Hassell.

Martha Dabney Jones, of Norfolk, Va., granddaughter of Mary Smith Ruffin.

Mary Kistler, of Morganton, daughter of Mary Wilson.

Martha Lewis, of Durham, daughter of Lottie Sharp, granddaughter of Cornelia B. Lewis.

Becky Lockwood, of Washington, D. C., daughter of Florence Beck-with.

Mary Louise Marshall, of Baltimore, Md., daughter of Louise Powell.

Marianne Martin, of Norfolk, Va., granddaughter of Elizabeth Starke.

Mary Lily Moore, of Raleigh, daughter of Bertha Holman.

Frances Moore, of Raleigh, daughter of Helen Ball.

Mary Sue Newell, of Henderson, granddaughter of Sue Eaton.

Mary Olson, of Raleigh, great-granddaughter of Elizabeth Bonner Eborne.

Sue Noble, of Gloucester, Va., daughter of Emily Sue Butt.

Betty Oates, of Spartanburg, S. C., daughter of Kate Montgomery.

Fiquet Pate, of Laurinburg, daughter of Marie Whitaker.

Lucy Pittenger, of Enka, granddaughter of Lucy K. Pittenger, daughter of Mildred Hall.

Ida Quintard, of Charlotte, daughter of Caroline Jones.

Mary Shepherd Quintard, of Raleigh, granddaughter of Helen Wesson.

Frances Smith, of Florence, S. C., granddaughter of Margaret Jordan, daughter of Hallie Carrison.

Mary Shaw, of Enfield, daughter of Lucy Harrison.

Kitty Sigmon, of Salisbury, daughter of Marie Hardin.

Carolyn Stenhouse, of Goldsboro, great-granddaughter of Georgia Whitfield.

Sarah Sutton, of Raleigh, granddaughter of Sally Manning, daughter of Cantey Venable.

Edwina Taylor, great-granddaughter of Mary Grice.

Lossie Taylor, of Wilmington, daughter of Placide Clark.

Mildred Taylor, of Columbus, S. C., great-granddaughter of Lydia White.

Elizabeth Tucker, of Raleigh, daughter of Annie Cheshire.

Winifred Vass, of Raleigh, daughter of Annie Root.

Frances Warren, of Trenton, daughter of Etta Burt.

Betty Winborne, of Raleigh, granddaughter of Fannie Sharp.

CLASS NEWS

Class of 1934

It all seems very impossible, but it's the truth just the same! For that five-year reunion year which used to seem just ages off has arrived, and with commencement season comes the time for all good '34's to gather and celebrate. We will be looking for you to turn out in full force and want you to plan particularly to be here for the Alumnæ Luncheon held in the dining room on May 29th. Many reports of good intentions have already come in.

It might be of interest to "catch up" on all of the doings of the different members of the class, and the following information is presented with apologies. Some of it you will find rather new, some very old, but it is all written with the hope that some one person might find some one thing she did not know before.

From Mary Lib Ferguson we hear, "I am one of 'those things' known as a vocational Home Ec. teacher, and have worked in Aulander for two years."

Others who have joined the ranks of the employed are Bay Cruikshank, Mia Gordon, Eliza Lewis, Kack Harding, Eleanor Seagle, and Etta Burt Warren. Bay is in the bond business working for Kirchoffer and Arnold in Raleigh. Mia is doing Y. W. C. A. work in Roanoke, Va.; Eliza is working for her father, and Eleanor is working in the State Procurement Office in Raleigh. Kack made news last year when she landed one of those much desired positions as a Congressman's secretary. She is in Washington, as secretary for Congressman Warren.

In answer to a call for news, Pete Taylor writes, "Voice from the past! Saint Mary's seems so long ago—it's appalling! And I never believed the dear old crones who came back and said how fondly they remembered their days there.—I'm one of them now, and I remember just as fondly. Facts: I went to Bennington College, Vermont, in the fall after Saint Mary's and graduated there in 1937. The fall after that—last fall—I went to England to join the Chekhov Theatre Studio at Dartington Hall and when they moved over here just before Christmas, so did I, and now we occupy the old Ridgefield School for Boys. It's minus the boys, of course, and it's so much like Saint Mary's. There's even a buzzer outside my door. It doesn't work, but anyway I mentally plug it with chewing gum every time I pass it." Pete's address is care of Chekhov Theatre Studio, Ridgefield, Conn.

Jane Jones is back in Georgia again after some weeks of visiting Saint Mary's girls in North Carolina and after including Agnes Peschau's wedding. After Saint Mary's, Jane went to the University of Georgia, and she says, "Since then I've been more or less at home. I made a stab at book reviewing—as a hobby, not a job, then all of a sudden, a real job fell in my lap." The job is being organist at the Presbyterian church in Columbus, with a pupil or two to teach besides.

Georgia Goodson is in Winston-Salem and writes, "As for my doings, well, that's not so interesting. My outstanding event was a trip to California to the Rose Bowl game—one of those raving Duke fans, that's me! I've joined the labor union of the Junior League now, which is quite nice. Ever since school I've had a scout troop and a Sunday School Class, but I'm far from being expert at either one. Had a grand time going to Agnes Peschau's wedding and it turned out to be a good Saint Mary's reunion. Much fun! Agnes did look so pretty. Several Saint Mary's girls were in the wedding."

Frances Bradley is in Rocky Mount, playing, attending all kinds of meetings, belonging to all sorts of clubs and leading the life of a club woman.

'34 is certainly doing its share to cut down the spinsterhood percentage in the alumnae group. Sarah Badham married Charles Albert Carr and is now living in Danville, Va. Etta Burt was the maid of honor. Annie Mae Banks married John Andrews of Raleigh. Julia Drake is now Mrs. Charles C. Edwards, of High Point; Betsy Moore, Mrs. Vernon Giles, of Lynchburg, Va.; Mildred Moore, Mrs. Floyd Fletcher, of Washington, D. C.; Sadie Root, Mrs. Paul A. Tillery, of Dunn; Jane Snyder, Mrs. Marsden Bellamy, Jr., of Wilmington; and Elizabeth Wade, Mrs. James Smitherman, of Troy.

The biggest news story of all, though, is the arrival of Jane Snyder Bellamy, and Vernon Giles, Jr., on the same day, November 7th. Congratulations from all T. F.'s.—Jane and Betsy!

Commencement is May 28, 29, 30. We will be looking for you.

Class of 1935

Dear '35:

Having kept my ears and eyes open for any news of '35 that might be floating around, I pass on to you those items gathered, such as:

Mary Louise Parker married George Fountain, Jr., of Tarboro, in the Saint Mary's Chapel in January. Mary Louise is the second member of our class to be married in the chapel, Mary Smedes having married there last May. She is now at home in Tarboro.

Madge Taliferro, now Mrs. Carl Morrison, was married in June and is now living in Baton Rouge, La. Madge's new address is Boc 1452, Baton Rouge.

Slocumb Davis has joined the ranks of the noble teaching profession and is now teaching the business course in the Elizabeth City High School.

Letty is also teaching and making a very good job of it. She is back at Saint Mary's teaching English to high school and college students, and rates the very "high-sounding" title of "Miss Lassiter."

Also on the teaching list is Rosalie McNeill, who is teaching at Saint Anne's in Charlottesville, Va.

Brookie is now in Charlotte again, after visiting her aunts in Richmond, and Mo, in Washington.

Marie Lawrence was at school the other day and reported that she was holding down four jobs; most interesting of which seems to be taking dictation from some professor or such, who is writing a book.

Teeny Clark and Nancy Crow were also on campus recently, and both are still taking in all social events in North Carolina.

Annie Tucker made news when she was appointed as secretary in Senator Bailey's office in Washington. Annie left Raleigh after Christmas and seems to be enjoying life tremendously.

"Peepie" Harding is working in Greenville now. Florence Spruill is still doing fine work in Nash County with her social welfare work and stays busier than two people trying to keep all of her "families" and "children" straight.

That is about all of the news I could gather. If you know any more, send it in.
K. S.

Class of 1936

The response to the more or less frantic postcards was beautiful, so we give you lots of news from lots of people.

From Beaver came a letter from Georgie, who writes: "I am having more fun than anything this winter. Am at library school at the Carnegie Library in Pittsburgh and have an apartment with one of my friends from home. It is really fun. The work is terrific, but very interesting—not a bit dull as I thought it might be. To look at this, you probably wouldn't think that I spent my summer taking typing, but I did. Then the last part of the summer, I had to work in several libraries here, and then I entered school and here I am. Very unexciting, but you asked for it. I have to spend one day a week telling stories to children at schools in Pittsburgh, and I wish you could see them sneering and jeering at me. Frankly, I think they think I am touched in the head, but I think some of them are too, so that makes us even."

It was good to hear from Mary Barrow, who says, "I've been thinking violently for days and days of just *anything* that I've accomplished since dear old Saint Mary's, and it looks pretty futile. The only things I can possibly make up are that I joined Alpha Delphi Pi Sorority, the Woman's Athletic Association, the Y. W. C. A., and was rush chairman for our sorority this year. I made honor roll this past semester (imagine it!). That just about cares for the past winters, and then last summer I went to Ohio for a month; then to New York visiting girls. *Now*, am I not a wonder girl?"

Louise Bryan is also in school planning to graduate in June from State Teachers' College, Farmville, Va., with majors in Physical Ed. and Social Science. Louise worked a year after finishing Saint Mary's as Recreational Supervisor of County Schools and in the office of a hosiery mill keeping Social Security records.

Others in school are Adelaide Winslow, who is at Chapel Hill, Margaret Jamieson, who is in New York at Dramatic School, and Maria Tucker, who is in New York in training.

Virginia Lee is at home in Asheville, but since Saint Mary's, has attended a school of Creative Arts.

Nancy Seeman reports a business course as her main activity since graduating from Duke.

Ann Boyd Whitaker is living with Margaret Ricks in Hanes, while they are both taking a business course at Reynolds High School in

Winston-Salem. Margaret finished Salem in January and plans to go to the University of Pennsylvania in the fall to get an M.A. in Sociology.

Many reports of trips here and there were sent in. After finishing at Salem last year, Mary McColl took a two months trips to Europe with Doctor Lyons. This winter she has been tripping and visiting around in North Carolina, Virginia, Louisiana, and Florida, and was down in New Orleans for part of the Mardi Gras. Then several weeks back, Mary was in Agnes Peschau's wedding in Wilmington with several other Saint Maryites. She started her M.A. in Economics at Chapel Hill this spring quarter.

Jo Gribbin has also been traveling, having gone on the same trip to Europe as Mary. She has just returned from a month's stay in Florida, and says, "As for plans for the future, there just aren't any. Isn't it embarrassing?"

Bo Peep also reported a trip to Florida.

Suzanne Weeks responded with a nice long letter and saying, among other things, that she, her sister, and Ann Turner Knight were leaving March 23 for a West Indies cruise. Suzanne also reported that Rosy is still working at Shepherd Veneer Plant and that Myrtle Motsinger has a job in Atlanta.

Jane Ivey wrote that after finishing Saint Mary's and Duke, she entered the Woman's College at Greensboro and received her teacher's certificate last January. She hopes to get a job teaching in September.

Sarah Hall is at home in Scotland Neck and says, "Sometimes I wish I'd gotten a job so that I would have a little free time. I'm sorry I can't make headlines [But she has!—Ed.] in the *Bulletin* this time, but I shall look forward to seeing an issue."

Polly Easley is also at home presiding over literary and book clubs, leading scout troops and what not.

Several '36's are leading busy lives as professional and business women. Gertrude Webb has been working at Duke Hospital for a year as statistician, getting up what is known as the Duke Endowment Report. Then, besides that, she spends every Thursday morning at the Junior League Thrift Shop selling old clothes.

Ann Scoggin is working in Boston and writes, "The fall of 1936 I came to Boston to Katharine Gibbs School and finished in the spring of that year. I was so crazy about Boston and hated to leave so much that I decided to come back that next fall and work. I was very fortunate in finding a very good position as secretary to the State Agent of the Ætna Insurance Company here in Boston. I have been working here over a year and still like being in Boston more than ever."

Ruth Long is teaching at Saint Timothy's in Catonsville, Md.

The bride of the class is Mary Latham Rowland, who married Dr. Claude W. Blackwell and is now living in Birmingham, Alabama. She may be reached in care of South Highland Infirmary.

Class of 1937

News is scarce of members of '37, so take note and drop us a card. Clarice Bailey did write from Sweet Briar though, and included news of all Saint Mary's girls there. She writes: "Louise Partrick, who is majoring in Latin, is, as might be expected, bringing distinction upon us all with her Dean's List grades. This year's freshmen, Topping Wheat, Irene Mitchell, and Nancy McIver, having happily put freshman hazing and the treacherous mid-year exams behind them, seem to have settled down to bouncing merrily about the campus in playful moods. Topping, Louise, and Betty Frazier all sing in the choir. As for the rest of us, there is nothing much to say except that time passes and we slave away in the library. Jean Blount and Lu Martin are majoring in history, while Kitty Estes, Margaret Royall, Ann Dawson and I are doing the same in English."

A letter from Boots Norton Seedlock says: "I am still at school, expecting to graduate from Penn. College for Women in June. Surprisingly enough, I have 15 little music pupils, ranging in age from 5 to 14. As a side line, I keep house (which usually needs to be dusted). In the fall we are going to Boston; Bob to M. I. T. for his Master's and I am hoping either to do graduate work at Radcliff or music at Boston Conservatory."

Betty Scott was married on December 23 to Robert Benton McKenzie.

Louisa Sloan and Ann Whaling, at Salem, are both making names for themselves. Louisa is again in the May Court and Ann Whaling, from all reports, is putting out one of the best annuals Salem has seen.

And for all of you others—let us hear from you.

Class Letter of 1938

Class Representative: LOUISE JORDAN,
Spencer Hall, Chapel Hill, N. C.

Thank goodness, "Mite" Miller has found an outlet for her excess exuberation in her cheer-leading activities for Westhampton College. From the news we could gather the restraint of trying to make a good impression at the first of school has worn off and she was about to noise her way out of the place.

Mary Louise Riddick dropped by our domicile not so long ago and much to our pleasure. She seems to be getting along fine at W. C., but everybody over here wishes she could have arranged her education at the greater part of the Greater University. Ran down to the end of the hall where Sarah Griffith and Louise Hall informed me that the "stern" Agnes Sanford of William Tell fame and Grant Jones write occasionally of their exploits at Greensboro. All four former second floor Holtites seem to be enjoying life tremendously, separated though

they may be. Word, but no publishable news, has come to them also from Margaret Burgwyn at Converse.

Anne Coxe, who pledged AOPi at Randolph-Macon, went to V. M. I. for mid-winters. Pauline Holt, Becky Norman, and Mary Galt Williamson, also at Randolph-Macon, pledged Phi Mu. Becky is upholding the traditions of the Dramatic Club and Mary Galt has a little blue Ford instead of the green Saint Mary's tradition, but cannot take it to school with her.

Nancy Maupin and Helen Noell must not be slaving over those typewriters too hard, for their social life still draws them to Chapel Hill for almost everything that happens over here. Tudie Neff, Anne Shook, Jean Blount, and Kay Roberson also frequent the place for mid-winters, Sigma Nu pledge dances, and things.

Welcome and wonderful news has come that Anne Dawson made the only A in her course in German at Sweet Briar that has been made in the last five years. Then, of course, Louise Partrick is still making her Dean's List grades.

For those who reside here, news is more easily assembled. Nancy Taylor is having a hard time keeping out of the infirmary, which has almost become her second home since she had scarlet fever and injured her leg. Nothing now or never has ever daunted "Unca Taylor," however (nice rhyme). Peggy Holmes went to mid-winters at Wake Forest not long ago. What we don't understand is how she could draw herself away from the best place on earth. Mary Emma Robbins lives across the street and ignores the inmates of the Shack, much to the distress of her former classmates.

"Teeny" Redfern still has labs to all hours of the day and night, but nevertheless finds time to do her share of having a good time. Mary Anne Koonce and Mary Jane Yeatman are worrying us spinster-minded women with their growing interest "in the spring" and flowers. Doris Goerch and Mary Anne still labor over the *Tar Heel* and struggle in the midst of their extra-curricular activities over unavoidable troubles in feature writing and criminology, respectively. Mary Jane does outstanding work for the Y. W. C. A. (remember—it's the sister organization to the Y. M. C. A.), has her share of duties with the *Yackety Yack*, and has recently been chosen a member of the University Club. Mary Jane, Louise, and Sarah have become initiated Pi Phi's; Nancy, Sylvia Cullum, Peggy, and Mary Emma are Chi O's.

All of us were sorry that Sylvia had to drop out of school this quarter because of ill health.

Those of the class of '38 not mentioned in this epistle even by hearsay had better take note and scribble their neglected scribe some news of their existence or else our communications with the Alumnæ Association will dwindle into nothingness. Also remember to pay your dues. We pledged 100 per cent, you know.

It was certainly grand to see Saint Mary's and so many former play-mates at the Christmas pageant, and it's even more fun to read about school in the *Belles*. The Deutscher Verein was a welcome guest on the campus recently and the arrival of the Dramatic Club for the spring festival will be quite an event for us as well as its members. More of you should come to see us more often.

DEATHS

"Last rites for Mrs. W. A. Erwin, of Durham, were held Monday, November 28, in Saint Mary's Chapel, Raleigh. Bishop Edwin A. Penick, the Rev. David Yates, and Rev. Felix Kloman conducted the services.

"Mrs. Erwin was the youngest daughter of the late Rev. Aldert Smedes, founder of Saint Mary's, and was a life-long and active worker in the Episcopal Church. She died Sunday at her home in Durham. Her husband, the late W. A. Erwin, was a leader in the South's textile industry, and was widely known as a capitalist and philanthropist.

"Surviving Mrs. Erwin are three daughters, Mrs. Hamilton Jones, of Charlotte, Mrs. J. W. Glenn, of Winston-Salem, and Mrs. Hargrove Bellamy, of Wilmington." (Taken from *Carolina Churchman*.)

"Mrs. Maurice J. O'Neil, of Henderson, died at her home Sunday morning, December 4, as the result of a heart attack. Mrs. O'Neil was well known in club circles throughout North Carolina. She was a member of the Colonial Dames, the D. A. R.'s, and the U. D. C.'s. While president of the Vance unit of the Saint Mary's Alumnæ Association, she organized the organ fund and was mainly instrumental in seeing that it was completed.

"Mrs. O'Neil was born in Raleigh, daughter of the late James D. Newsome, of Wake County, and the former Miss Sarah Stone, of Franklin County. Since her marriage to M. J. O'Neil, prominent Henderson citizen, in 1902, she has made her home here." (Taken from Henderson paper.)

"On November 22, there entered into the Longer Life, Sally Baker Smith, wife of the late Isaac Hall Smith, of Scotland Neck, in the ninety-first year of her age. Mrs. Smith, daughter of Major and Mrs. Wm. J. Baker, of Norfolk, Va., was born February 17, 1848, in Gates County, where the Baker family had settled before the Revolution.

"Later Major Baker moved to Norfolk, Va., and during the War Between the States, he, serving as an officer in the Confederate Army, was stationed in Raleigh, and his daughter attended Saint Mary's School. In 1871, she was married to Mr. Smith and lived the remainder of her life at "Woodstock," ancestral home of her husband, near Scotland Neck.

"Mrs. Smith leaves five children, Mrs. R. F. J. Johnson, of High Point, Isaac H. Smith, Misses Mary Weldon and Nannie Smith, Mrs. S. M. Hamff, of Scotland Neck." (Taken from *Carolina Churchman*.)

Mrs. Harvey A. Scranton, née Arlene M. Barker, died November 13, leaving a daughter, Shirley Barker Scranton, a son, Harvey A. Scranton, Jr., and her husband.

ENGAGEMENTS

Ann Bradford, of Manassas, Va., to Arthur Williams Sinclair 2d, of Manassas. The wedding to take place in April in Trinity Episcopal Church, Manassas.

Elizabeth Chase Lyerly, of Hickory, to Charles Lilborne Morgan, of Hickory. The wedding to take place the latter part of April in the Corinth Evangelical and Reformed Church, Hickory.

MARRIAGES

Laura Dingle, of Houston, Texas, to James A. Bostic Roddie, Jr., of San Antonio, Texas, in January. At home in San Antonio, Texas.

Mary *Hardy* Drewry, of Raleigh, to David Jackson Cooper, of Raleigh and Henderson, in January. At home in Raleigh.

Florence Estelle Eagles, of Pinetops, to Edward Muse Spruill, of Rocky Mount, in December.

Elizabeth Hanks, of New Bern, to John Dilworth Stroud, Jr., of New Bern and Norfolk, Va., in February.

Shirley Benbury Haywood, of Raleigh, to Thomas Willis Alexander, Jr., of Raleigh and Charlotte, on February 18. At home in Raleigh.

Emilie Lee Hunt, of Raleigh, to Wallace Stanhope Dunn, Jr., of Raleigh and Winston-Salem, on February 25. At home in Raleigh.

Betsy Myatt, of Raleigh, to Dr. Charles B. Higgins, of St. Petersburg, Fla., on February 4. At home in Dunn.

Mary Louise Parker, of Raleigh, to George Marion Fountain, Jr., of Tarboro, January, in the Saint Mary's Chapel.

Lillian Sanders Pou, of Raleigh, to Bryan Whitfield Carr, of Wilson, February 15. At home in Wilson.

Elsa McKoy Rose, of Greenville, S. C., to James Lanier Griffin, Jr., February 11, Greenville, S. C.

Sadie Robards Root, of Raleigh, to Paul Allen Tillery, of Dunn and Raleigh. At home in Dunn.

Elizabeth Eugenia Scott, of Graham, to Robert Benton McKenzie, Friday, December 23, in Graham.

Catherine Elizabeth Shands, of Gainesville, Fla., to Samuel Tucker Dell, Jr., of Gainesville, Fla., in January.

Nell Serpell Tyler, of Norfolk, Va., to Beverley Randolph Whittle, of Norfolk, Va., in January. At home in Norfolk.

Margaret Earle Harris, of Henderson, to Eugene Wellford Turner, of New York City, on March 15. At home, 239 West Seventy-Second Street, New York City.

BIRTHS

Born :

To Jane *Snyder* Bellamy, a daughter, Jane, on November 7, 1938.

To Margaret *Ballard* Crumpler, a daughter, in December.

To Betsy *Moore* Giles, a son, Vernon, Jr., on November 7, 1938.

To O. *Dodds* Hodges, a son, William Parker, Jr., in January.

To Elizabeth *Johnson* Walker, a daughter, in January.



SAINT MARY'S SCHOOL BULLETIN



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Saint Mary's School Bulletin

COMMENCEMENT NUMBER

June, 1939

RALEIGH, NORTH CAROLINA

Series 28, No. 3

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EDITORIAL

As I write here at Saint Mary's, the school is phenomenally silent. No noisy feet enliven the corridors; no excited voices rebound from stern stone walls; no doors slam with brazen clamor. What emptiness! What an uneasy atmosphere, too, suggestive of phantoms and a school haunted by life just gone. Around each corner I expect to meet friendly, laughing figures, and the school seems to await them as anxiously. Can this be Saint Mary's? This place bleak in its loneliness and sunk in tired sleep is not the school I have lived with for two whole years.

And now I know the secret, know why the school must wait. All the summer it must bide its time until September brings back its spirit, its heart, its very life—in brief, its girls.

STUDENT BODY OFFICERS FOR 1939-40

President Student Body.....Mary Helen Rodman, Washington, N. C.
First Vice President.....Elizabeth Toole Tucker, Shanghai, China
Senior Class President.....Virginia Trotter, La Grange, Ga.
Editor-in-Chief of the *Stagecoach*.....Erwin Gant, Burlington, N. C.

Editor-in-Chief of the <i>Belles</i>	Joyce Powell, Rocky Mount, N. C.
Editor-in-Chief of the <i>Bulletin</i>	Mary Willis Douthat, Weyanoke, Va.
President Sigma Lambda Literary Society,	
	Rebecca Barnhill, Rocky Mount, N. C.
President E. A. P. Literary Society.....	Gertrude Carter, Shirley, Va.
President Sigma Athletic Society.....	Virginia Kaulbach, Concord, N. C.
President Mu Athletic Society.....	Lamar Spencer, Carthage, N. C.
Chief Marshal.....	Laura Butcher, Richmond, Va.
Marshals.....	Laura Gordon, Spray, N. C.
	Mary O'Keeffe, Bluefield, W. Va.
	Elsie Broocks, Durham, N. C.
	Phyllis Gatling, Windsor, N. C.

HONOR ROLL

Academic Department

1. Susan Baker.....	Greensboro, N. C.
2. Cornelia Clark.....	Scotland Neck, N. C.
3. Elizabeth Hunter	Vienna, Va.
4. Mary Elizabeth Nash.....	Raleigh, N. C.
5. Evelyn Peck	Thomasville, Ga.
6. Mary Watson Prince	Raleigh, N. C.
7. Sarah Pearson Sawyer.....	Windsor, N. C.
8. Ann Seeley.....	Raleigh, N. C.
9. Lossie Taylor.....	Wilmington, N. C.

Business Department

1. Page Eatman.....	Raleigh, N. C.
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HONORABLE MENTION

Academic Department

1. Mary Connally Coxé.....	Biltmore Forest, N. C.
2. Mary Willis Douthat.....	Weyanoke, Va.
3. Helen Jean Farmer.....	Bailey, N. C.
4. Phyllis Gatling.....	Windsor, N. C.
5. Althea Hooff.....	Manassas, Va.
6. Mary Kistler	Morganton, N. C.
7. Joanne Lilly.....	Denver, Colo.
8. Virginia Manning.....	Spartanburg, S. C.
9. Frances Lavinia Moore	Raleigh, N. C.
10. Ida Quintard.....	Charlotte, N. C.
11. Elizabeth Toole Tucker.....	Shanghai, China
12. Margaret Wright.....	Philadelphia, Pa.

Business Department

1. Sue Pretlow McCann	Franklin, Va.
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COMMENCEMENT

BACCALAUREATE SERVICE

The Baccalaureate Sermon marked the Seniors' last Sunday service at Saint Mary's. For that fact alone it was significant, and it was made especially impressive by the lovely singing of the Te Deum and the Sanctus, and by a stirring sermon preached by Reverend William H. Laird, of the University of Virginia. Reverend Mr. Laird said he liked to speak of graduation on Whitsunday because of the parallel ideas of both occasions. As Christ left His disciples to find their independence in carrying on without His guidance, so does the school wisely send its Seniors out upon their own. For both a new life must be met, a commencement of entire self-reliance and the strengthening of character.

CLASS DAY

On Monday morning the Student Body, garbed in white and oddly solemn for such a festive occasion, assembled in the dell by the auditorium to celebrate class day. To the familiar strain of "Hail, Saint Mary's," the Seniors marched in carrying the daisy chain, the final symbol of their high estate. After the official welcome by Peggy Hopkins, the Seniors rose and sang their Song. Following Frances Warren's reading of the roll, Hallie Townes, as a grandmother of 1960, read the class history, recalling delightfully to wistful seniors the glories of their years at Saint Mary's. Lossie Taylor gave a glimpse into the suddenly impending future in the prophecy, and Sarah Sawyer recited the class poem. The Last Will and Testament drew roars of laughter from the crowd as Frances Fish read it with due solemnity, bequeathing much-coveted Senior qualities to deserving or needy members of the student body. Especially thrilling to those who were to remain at Saint Mary's was Annie Webb Cheshire's presentation of the gift from the Senior class, which consisted of a brick oven to be put up this summer on the back campus, and which will serve for many a picnic in the future. Martha Lewis then read the dedication of the annual to Mr. Jones amid thundering applause from a delighted student body. Rising, the Seniors sang their final "Good-bye, School," and carried the daisy chain forward to the members of the incoming class. Mr. Kloman closed the program with a benediction.

TWENTY-EIGHTH ANNUAL SCHOOL PARTY

Parties are essentially happy affairs, yet the school party of May 20 was tinged with a degree of wistfulness. Bringing with it realization of Commencement and Seniors soon to depart, it could not be classed as the frivolous gayety its name implied. It was a party of importance: at it next year's Student Body President was inaugurated, and the school monograms, rewards of merit to outstanding girls, were presented to those who have contributed most to the school. The honored students were Virginia Allison, Helen Montgomery, Peggy Hopkins, Sarah Sawyer, Beppy Hunter, and Ernestine Rich. Mr. Moore presented keys to this year's editors, Beppy Hunter, Jinny Allison, and Martha Lewis, and to those who have rendered notable service to the staff: Mary Lily Moore, Hallie Townes, Merrie Haynes, Althea Hooff, and Mary Kistler.

A high spot of the evening came when Teenie handed the class present to Mrs. Cruikshank. With a smile, our President thanked the Seniors, requesting future classes to please omit the ceremony, but expressing her delight that this class had not omitted it.

Then with mysterious whispers and signals, the Seniors dragged forth tables and chairs, a make-believe microphone, and an ingenious spotlight. The result—a night club, with impersonators of the faculty as guests (the annual occasion of our teachers' seeing themselves as students see them). Dignity surrendering to ridiculous songs and dances, other Seniors providing entertainment.

But dignity was regained when, their delightful foolishness over, the Seniors sang "Good-bye, School." Not a few hunted desperately for handkerchiefs then, and some even salted with tears the ice-cream that ended the evening.

CLASS POEM

We reach the shore and tie our vessel fast,
And cast our anchor down into the deep
To make it safe. We wake up those who sleep,
And now with beating hearts all climb the mast;
Behind us rolls the sea, our dreams to keep,
The ruffled sea wherein the mermaids creep
Who heard us whisper secrets when we passed.
And stretching now before us is the land
Of hope and promise. We are wildly glad
To see the tall green hills which rise before
Our eyes, and call, "Adventure is at hand!"
And though remembrance makes us vaguely sad,
We raise our stirring song and go ashore.

SARAH SAWYER.

THE SALUTATORY

LOSSIE GRIST TAYLOR

In spite of our happiness at having achieved the goal toward which our efforts have been directed during these years, it is, at the same time, with regret that today we receive our guerdon because it means that for the last time some of us are leaving Saint Mary's and much that its name implies. Now we are concerned with graduation, which is a summing up of the years already spent, but tomorrow our interest will be in the hope and challenge of the future. Each of us feels that in triumphing over difficulties encountered here she has fitted herself, to some degree, to cope with later trials. So now we welcome you to witness our unconscious metamorphosis as we step from this stage of life to a wider one.

THE VALEDICTORY

SARAH PEARSON SAWYER

Now the time has come to leave what we have been a part of for two years, two years that have been filled with everything school could give us. We have something precious that we can keep always. Besides our class work and school activities we have been constantly in the presence of a spirit of friendliness, of loyalty, and of idealism, which is the true spirit of Saint Mary's. As we say goodbye to school and friends we are naturally very sad, but we realize that the friendships we have made and the cultural and spiritual atmosphere which has surrounded us will not vanish but will always be ours. So although we must leave Saint Mary's, its spirit will go with us, a precious gift, to elevate, to dignify, and to exalt our lives in the years that are before us.

To you, Mrs. Cruikshank, and to the faculty our thanks for your guidance and encouragement, and to you, my classmates, goodbye and good luck.

CLASS ESSAY

The honor of writing the best essay of the Class of 1939 belongs to Miss Elizabeth Garland Hunter, Vienna, Va. Title: "A Study of the Metrical Forms in the Poetry of Robert Burns." Prize: "R. E. Lee: A Biography by Douglas Southall Freeman."

Honorable Mention

Miss Merrie Haynes, Charlotte, N. C. Title: "The Representation of Man in Swinburne's Poetry."

Miss Hallie Rutland Townes, Wilmington, N. C. Title: "The Elements of Good and Evil in Shakespeare's Tragedies."

THE NILES MEDAL

The Niles Medal, for General Excellence, was awarded this year to Miss Sarah Pearson Sawyer, of Windsor, N. C.

HIGH SCHOOL DIPLOMAS

Wycliff Goldsmith Allen.....	Raleigh, N. C.
Susan Griswold Baker.....	Greensboro, N. C.
Elvira Young Cheatham.....	Henderson, N. C.
Adelaide Rodman Curtis.....	Norfolk, Va.
Jessica Vann Graham.....	Charlotte, N. C.
Sue Somerville Harward.....	New York, N. Y.
Mary Wilson Kistler.....	Morganton, N. C.
Kathryn Aiken Long.....	Cincinnati, Ohio
Marianne Read Martin.....	Norfolk, Va.
Octavia McRae.....	Rockingham, N. C.
Sara Brooks Nair.....	Clifton Forge, Va.
Elizabeth Montgomery Oates.....	Spartanburg, S. C.
Mary Watson Prince.....	Raleigh, N. C.
Carolyn Elizabeth Reed.....	Henderson, N. C.
Ann Parkinson Seeley.....	Raleigh, N. C.
Sarah Manning Sutton.....	Raleigh, N. C.
Mary Coleman White.....	Suffolk, Va.
Elizabeth Greenfield Wilson.....	Batavia, N. Y.
Margaret Fusher Wright.....	Philadelphia, Pa.
Alvira Douglass Zirkle.....	Washington, D. C.

CERTIFICATE AWARDS

The Art Department

(Certificate in Fine Arts)

Martha Hoskins Lewis.....	Durham, N. C.
Mildred Kenyon Taylor.....	Columbia, S. C.
Hallie Rutland Townes.....	Wilmington, N. C.

(Certificate in Commercial Art)

Lucy Pittenger.....	Enka, N. C.
Frances Amanda Warren.....	Trenton, N. C.

The Commercial Department

(Full Certificate)

Jane Gray Acree.....	Gordonsville, Va.
Elizabeth McGuire Boyce.....	Warrenton, N. C.

Rose Margaret Hargrove.....	Durham, N. C.
Mary Midyette	Aurora, N. C.
Emily Mitchell.....	Atlanta, Ga.
Sue Pretlow McCann.....	Franklin, Va.
Florence Withers	Gastonia, N. C.

(Certificate in Stenography and Typewriting)

Mary Sue Berry.....	Raleigh, N. C.
Jean Watkins Betts	Richmond, Va.
Hazel Page Eatman	Raleigh, N. C.
Eleanor Craig Eggleston.....	Oxford, N. C.
Jane Lippitt LeGrand.....	Wilmington, N. C.
Anne Elise Martin	Florence, S. C.
Mary Shaw	Enfield, N. C.
Jacqueline Lucille Stager.....	Raleigh, N. C.
Catherine Adele Wellman.....	Clinton, N. C.
Louise Garland Wilson.....	Lynchburg, Va.

The Expression Department

(Full Certificate)

Sue Somerville Harwood.....	New York, N. Y.
Helen Aydlett Kendrick.....	Elizabeth City, N. C.
Anne Lombard.....	Augusta, Ga.
Rose Elizabeth Martin	Raleigh, N. C.
Carolyn Elizabeth Reed.....	Henderson, N. C.

(Certificate in Platform Recital Work)

Louise Garland Wilson.....	Lynchburg, Va.
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STEP-SINGING

Voices sounding through Smedes Hall filled his heart with tender sadness. It was the last step-singing of '39. It was the last step-singing at Saint Mary's that the Seniors would ever know. No wonder they and Smedes both felt wistful, as through the stillness of dusk the voices, young and serious, sang "Auld Lang Syne," "In the Gloaming," and "Carry Me Back to Old Virginny." The Seniors, almost ethereal in their white dresses, stood up in front of the rest of the school gathered on Smedes steps, and sang "Good-bye, School." This was too much! Smedes sighed so profoundly that the portrait of Bishop Ives nearly fell off the parlor wall. He was fond of these Seniors. Each one through her individual charms had endeared herself to him. Each one with her loyalty and abilities had added to the life of the school and left an impression not to be soon erased.

Smedes gazed at the singers fondly. He hoped he had brought them up right: they were such a fair group that he felt sure he had. He was, of course, a bit old-fashioned in his ideas, yet he was not certain but what old-fashioned ideas were the best kind. Naturally, the girls had often ridiculed his opinions, and not infrequently he found that their modern ideas were sounder than his. Anyway, they each learned from the other.

As "Good-bye, School" ended, tears came, willing or no, and Smedes felt a queer sensation, as though the paint were melting on his wooden frame and trickling down his well-built sides. Yes, this was a fine class of Seniors he was turning out into the world.—Reprinted from the *Belles* (May 29, 1939).

TO THE SENIORS

I think that I shall never find
A class that equals 'thirty-nine;

A class whose eager minds aren't pressed
To learn their books with eager zest;

In whose desires gay fun is prime,
And for some pranks there's always time;

It's a class who has also worked and fought
To cram the bull the teachers taught;

Who has bullied and bossed and been a pest—
But we've found out it's the very best.

Poems are made by fools like me,
But only God can pass a senior (!!!!—Ed.).

—Reprinted from the *Belles* (May 29, 1939).

JUNIOR COLLEGE GRADUATES

Virginia Louise Allison.....	Schenectady, N. Y.
Theresa Ray Anderson.....	Jackson, Tenn.
Mary Frances Bailes.....	Anderson, S. C.
Nancy Woodard Brantley.....	Spring Hope, N. C.
Sarah Elizabeth Chapman.....	Spartanburg, S. C.
Annie Webb Cheshire.....	Raleigh, N. C.
Mary Connally Coxe.....	Biltmore Forest, N. C.
Hixie Mae Davis.....	Raleigh, N. C.

Rebecca Price Davis.....	Salisbury, N. C.
Louise Moultrie Donald.....	Washington, D. C.
Jane Parsley Emerson.....	Wilmington, N. C.
Marjorie Wood Fagan.....	New Bern, N. C.
Helen Jean Farmer.....	Bailey, N. C.
Ruth Frances Parmelee Fish.....	Ridgewood, N. J.
Ann Hall Flowe.....	Kannapolis, N. C.
Mariana Thorpe Hancock.....	Oxford, N. C.
Katharine Long Harris.....	Roxboro, N. C.
Merrie Haynes.....	Charlotte, N. C.
Helen White Holt.....	Warrenton, N. C.
Margaret Downey Hopkins.....	Bel Air, Md.
Elizabeth Garland Hunter.....	Vienna, Va.
Martha Hoskins Lewis.....	Durham, N. C.
Rose Elizabeth Martin.....	Raleigh, N. C.
Helen Rutledge Montgomery.....	Richmond, Va.
Mary Lily Moore.....	Raleigh, N. C.
Winifred Owen Morrison.....	Lynchburg, Va.
Mary Sue Newell.....	Henderson, N. C.
Sarah Virginia Oliver.....	Raleigh, N. C.
Mary Marsh Olsen.....	Raleigh, N. C.
Mary James Perry.....	Greenville, S. C.
Lucy Pittenger.....	Enka, N. C.
Hazel Pauline Ponton.....	Raleigh, N. C.
Harriet Josephine Poor.....	Ashland, Ky.
Alice Aylett Putney.....	Bedford, Va.
Mary Shepherd Quintard.....	Raleigh, N. C.
Elizabeth Lee Rodwell.....	Warrenton, N. C.
Harriett Elizabeth Ruffin.....	Tarboro, N. C.
Anne Hooe Rust.....	Fairfax, Va.
Elizabeth Johns Sauvain.....	Concord, N. C.
Sarah Pearson Sawyer.....	Windsor, N. C.
Dorothy Howard See.....	Atlanta, Ga.
Chita Beasley Smith.....	Birmingham, Ala.
Palmer Julian Smith.....	Atlanta, Ga.
Virginia Leggett Smith.....	Raleigh, N. C.
Martha Anne Speight.....	Rocky Mount, N. C.
Lossie Grist Taylor.....	Wilmington, N. C.
Margaret Guest Taylor.....	Greensboro, N. C.
Mildred Kenyon Taylor.....	Columbia, S. C.
Hallie Rutland Townes.....	Wilmington, N. C.
Ethel Helen Valentine.....	Schuylkill Haven, Pa.
Frances Amanda Warren.....	Trenton, N. C.
Mallie White.....	Birmingham, Ala.
Hazel Jude Williams.....	Meridian, Miss.
Sarah Frances Wright.....	Macon, Ga.

MATTERS IMMEDIATE

THREADING THE SEMESTER

We all came back from a week of Spring vacation just beaming, and with no serious intention of ever getting back to work. But the last quarter of the school year is always the most important, what with the seniors graduating to the alumnae class and elections of next year's officers. . . . After Mary Helen Rodman and Elizabeth Tucker were chosen to lead the school next year as president and vice president of the Student Body, we elected our five marshals on March 24: Laura Butcher, Chief Marshal, and Elsie Broocks, Phylis Gatling, Laura Gordon, and Mary O'Keeffe, assistant marshals. . . . By a unanimous vote in assembly that same morning, Erwin Gant, Mary Willis Douthat, and Joyce Powell were elected, respectively, the new editors of the *Stage Coach*, the *Bulletin*, and the *Belles*. . . . And March 24th being a momentous day, half the school celebrated by going to hear Nelson Eddy sing at the Memorial Auditorium that night. . . . The very next day the Dramatic Club walked off with high honors: it won the contest for Play Production among Junior Colleges which took place at Chapel Hill. "Culbin Sands," under the direction of Miss Davis, was a credit to the whole school as well as the club. . . . On March 27, Dr. Wells, Professor of Botany at State College, presented a very interesting lecture to the school on "The Curiosities of North Carolina. . . ." April 9 was Easter Sunday, and everybody came blossoming out in all sorts of new spring outfits and corsages. . . . April 10, the Raleigh String Quartette gave a concert in the Saint Mary's School Auditorium for us. . . . From April 10-15, thirteen new Letter Club members went through strenuous initiations of Brad Tucker, night-gowns, and "Frankie and Johnnie" . . . (During the week of April 2, the North Carolina School Art Exhibition was held at Chapel Hill, and some of Saint Mary's most talented artists were awarded places. Hallie Townes received both first and second places in the water color contest, and Anne Lombard first place in the pencil drawing contest . . .) In the Y.P.S.L. election Laura Gordon was chosen president for next year. . . . Kay Castles won the very first prize at a Style Show held at State College April 20. She was selected from a group of 115 girls, sent by North Carolina colleges, who had made the clothes that they modeled. . . . April 22, a group of our best Sigma's and Mu's went over to Chapel Hill to participate in the annual Play Day. . . . The Sigmas won the swimming meet on April 24. . . . On April 25, the Dramatic Club gave a group of one-act plays, one of which was "Culbin Sands," given again just for the school. . . . Saint Mary's had its annual Junior-Senior Prom April 29, and the V.M.I. Commanders and "April

Showers" helped to make it a really wonderful affair. . . . The Choir, Glee Club, and the Altar Guild had a picnic in the auditorium because it rained. . . . On May 4, Virginia Trotter was elected next year's president of the Senior class, a grand honor. . . . May 6 was May Day, and it could not have been better. Milton's "L'Allegro" was dramatized, and Margaret Taylor played the chief part as May Queen. . . . The seventeenth annual concert of the Raleigh Male Chorus was presented in the Saint Mary's Auditorium on May 8, under the excellent direction of William H. Jones. . . . The two Literary Societies gave a banquet together at Colonial Pines on May 11. At dinner, the cup was given to the E.A.P.'s, and next year's presidents were announced: Becky Barnhill for the Sigma Lambda's, Gertrude Carter for the E.A.P.'s. . . . On May 14, in the chapel, Mr. Jones gave, for the benefit of the Seniors, an organ recital at which he played all our special requests. . . . May 19, Senior exams started. . . . The annual School Party was given May 20. The Seniors took charge of the program and presented a take-off of the faculty. . . . And during the week of May 22-26, everybody went into seclusion in order to pass exams. . . . This week was interrupted by the Athletic Banquet on May 23, which was sponsored by the Letter Club. The plaque, given to the winning society every year, was turned over to the Mu's. Incoming presidents for next year were announced: Virginia Kaulbach for the Sigma's and Lamar Spencer for the Mu's. . . . The Commencement Exercises were opened May 27 with *Twelfth Night*, a Shakespearian play given by the Dramatic Club under the direction of Miss Davis. . . . The next day, the Seniors appeared for the first time in their caps and gowns at the Baccalaureate Service. . . . The same night, all of Saint Mary's gathered in front of the school for step-singing. . . . On May 29, the Class Days for both the high school and college graduates were presented. . . . And last, but certainly not least, GRADUATION! Sarah Sawyer made the valedictory speech, and Dr. Frank Graham, president of the University of North Carolina, made the Commencement Address. And when Laura Butcher, Chief Marshal, dropped the handkerchief, the ninety-seventh session of Saint Mary's School was closed.

LITERARY SOCIETY BANQUET

On Thursday night two delighted busloads of "intellectuals" set out for the annual literary society banquet. This year the feast was held at Colonial Pines Hotel, cool and far-distant from thoughts of school. The first exciting moment came when Gertrude Carter and Becky Barnhill were presented as the new presidents of the E.A.P.'s and the Sigma Lambda's. The prize-winning short stories were then announced, first, second, and third places going to Elizabeth Tucker, Joyce Powell, and Manette Allen, respectively. Thoughts of food were forgotten as the first two stories were read. What matter if the ice-cream melted; here

was genius in their midst. The high spot of the evening came, however, when Mr. Moore presented the coveted cup to Helen Holt, retiring president of the E.A.P.'s.

The group was kept in continual laughter by the antics of the terrified pledges who were undergoing stringent initiations. Honey Peck as the Three Little Fishes, Ann Seeley as May Day, all phases of from Shrieks to the Queen herself, Virginia Trotter's charming one-woman love-scene, and Mary Stanly Bernard's very illuminating discussion on "Why a Hyena 'is Called a Hyena" provided entertainment for others more secure in their established membership. Finally, with sighs of relief, Virginia Trotter, Elizabeth Wilson, Mary Stanly Bernard, Betty Brandt, Honey Peck, Virginia Manning, Ann Seeley, and Susan Baker realized that now they were full-fledged members of their societies. The biggest surprise of the evening presented itself in an original and entirely spontaneous playlet featuring Miss Jones and Mr. Moore impersonating Julia Booker on a date. The Seniors climaxed the evening with a delightful and humorous version of "Paradise Lost."

COLLEGIATE PRESS CONVENTION

The Collegiate Press Association, of which Saint Mary's is a member, held its biggest convention last week in Greensboro. Representatives of Saint Mary's were Erwin Gant, 1940 editor of the *Stage Coach*, Joyce Powell, the *Belles*, and Mary Willis Douthat, the *Bulletin*. Gerald Duker of *Collegiate Digest*, speaker for the morning, commented upon the plan and purpose of publications and stressed the need for imagination in journalism.

The afternoon group meetings discussed the various publications, and that night a banquet was held in the hotel. Guest speaker was Charles Driscold, author of the syndicated column, "New York Day by Day." Driscold is well known throughout the United States (and, according to Erwin and Mary Willis, strongly resembled "Pooh" the teddy bear). At the death of O. O. McIntyre in 1938, he took over the latter's famous column (under the provision that it would not appear in New York, so that he might now and then be naive and unsophisticated). Driscold's first remark was that he did not intend to discuss college publications because he knew little about them. The gist of his speech was the value of college publications in setting young feet on the road to journalism.

After Charles Driscold's speech, awards for the best publications were presented. The colleges who are members are divided into Class A, schools with enrollment over 1,000 and Class B, schools with enrollment under 1,000. First, second, and honorable mention awards are made in each group to newspapers, annuals, and magazines. The winners of Class B group, in which Saint Mary's is classified, were *Jeke Teko Echo Ecke*, newspaper of Eastern North Carolina Teacher's College in Green-

ville, *Voices of Peace*, literary magazine of Peace Junior College, and the *Stage Coach*, annual of Saint Mary's.—Reprinted from the *Belles* (May 12, 1939).

HONORS RECEIVED BY SAINT MARY'S

The strong work of the special departments has been marked this year by a number of distinctions:

The Department of Dramatics won first prize in its class in the State-wide contest at Chapel Hill. The Home Economics Department won first prize over all the contestants in a State-wide contest held in Raleigh in April. The Art Department won three individual first prizes in water color and drawing at the State-wide contest in Chapel Hill. A Saint Mary's student won first prize in singing in the State-wide music contest held in Greensboro. The 1938 *Stage Coach* was awarded first prize in its class at the recent Press Conference in Greensboro.

Separately these were honors to Saint Mary's; collectively they add many laurels to her wreath. This has truly been a satisfying year in all phases of work in the school.—Reprinted from the *Belles* (May 29, 1939).

SCHOOL CALENDAR

- March 24—Nelson Eddy sang at the Memorial Auditorium.
- March 25—"Culbin Sands" presented at Chapel Hill.
- March 27—Dr. Wells spoke on "The Curiosities of North Carolina."
- March 31—C.M.A. Concert.
- March 31-April 3—Trip to Charleston, South Carolina.
- April 10—Raleigh String Quartette gave a concert.
- April 24—Swimming Meet between the Sigma's and the Mu's.
- April 25—Three One-Act Plays were presented by the Dramatic Club.
- April 28—Paderewski recital at the Memorial Auditorium.
- April 29—Junior-Senior Prom.
- May 6—May Day in the grove.
- May 8—Raleigh Male Chorus gave a recital at Saint Mary's Auditorium.
- May 14—Organ Recital was given for the Seniors by Mr. Jones.
- May 19—Senior Exams started.
- May 20—School Party sponsored by the Seniors.
- May 22-26—Exams for the whole school.
- May 23—Athletic Banquet sponsored by the Letter Club.
- May 27—*Twelfth Night* presented by the Dramatic Club.
- May 28—Baccalaureate Sermon.
- May 29—Class Day.
- May 30—Commencement.

THE MUSE

"FOOTNOTES OF POSTMISTRESSES"

Little does one know how amusing the routine of a post office can be. On the other hand, one can never know how monotonous it may be. Let several old hands at the job at Saint Mary's relate some of their experiences.

There are always several letters address to Saint Mary's Angel Farm. Now here is one for Saint Mary's Asylum, and another for Saint Mary's Episcopal School for Cultured Young Girls. What is this place, anyway? We often wonder.

One amazing person sent a box of animal crackers—unwrapped—and simply tagged for two of the girls; that was Booker and Mary Stanley's. Several weeks ago two post cards came for Hack! The same writing—hum! Some conservative body sending a letter for two cents. The "P.S." came the next day. Incidentally, speaking of post cards, we broke all records in sales during this exam week.

We had a race at the beginning of school to see who could learn the names of the new girls the quickest. Good training, this being post-mistresses. It took a surprisingly short time; two or three weeks and we knew names, faces, and handwritings quite well.

Honestly, the gals worry us to death around the first of the month. They blame us for not producing letters from home with monthly allowances enclosed. Then those despicable creatures who accuse: "Ernie, is the mail up?" Or, "Ernie, did I get a letter?" Another hundred times the new girls ask—"Palmer, how do you know which cubby-hole to put our letters in?" Now, we ask you, where do you suppose people's minds are when they ask such questions? The clouds, we bet.

How about Bep getting a letter every day from her Daddy. Most of us are lucky if we get one a year from our *pater*. . . . Country's letters come in twos. . . . (Ours come in twos also—two a month.) Hazel and Fiquet get letters every day (including Sunday) and they are *not* from their fathers. . . . Put and Jinny got letters each from the same laddie up in Yankeeland but, oh scandal, the stamp on just one of them was upside-down. . . .

Just as the male situation has its ups and downs, so does the mail situation have its ups and downs. More power to the girls who handle the *mail* situation next year! And to those girls who handle the *male* situation—well, more power to you, too.

BEAUTY AND LONELINESS

"All loneliness is beauty." I paused in my reading when I came across the simple sentence. I had long subconsciously realized its truth, but I had never been able to explain why I was always irresistibly drawn to any scene with an aspect of wild loneliness about it. Now my feeling was justified, simply because someone else had realized it and put it into words.

And as I sat thinking, pictures from Nature's crowded gallery unfolded themselves before my mind's eye. The bare, pock-marked face of a cliff filled my heart with an ache. Carrying the weight of ages on its shoulders, a pagan old mountain loomed in the distance. I was its friend. A wheat field stretched in rolling green out of sight, with only its own sighing and the twittering of birds to comfort it.

A single gull glided and swooped against an expanse of unclouded blue. I looked across a waste of brownish-green marshland, growing out to meet the sapphire water. Suddenly I wanted to become a part of a sandy shoreline curling away into the distance, encroached upon by endless waves.

Then unexpectedly I was in the midst of a pitiless storm. The sky was shrouded, and the taunting wind shrieked past me clutching at my clothes. The waves rushed in, roaring, pounding on the sand. Across the churning foam blinked the certain eye of the lighthouse. I was banished forever to solitude.

The thought exhilarated me—eternal loneliness—eternal beauty.

FRANCES MOORE.

BILL

Volumes have been written on the beauty of true love. All the world loves a lover, at least so they say; but this isn't always true because I'm sure I don't love my roommate's Bill.

Bill looking tough in a football uniform, Bill nonchalantly smoking a cigarette, Bill smiling, Bill serious—clutters the roommate's dresser and overflows to the bookcase. Bill's countenance is everywhere. I look into the mirror through a frame of mementoes from Bill, Bill's invitations, Bill's programs, even a feather from a dove Bill shot.

After breakfast, when I am frantically trying to finish my impossible French sentences and wondering why I didn't do them last night, the roommate wanders blissfully in. She is absorbed in a handful of pages, covered with the careless scrawl I have come to recognize, and is smiling smugly to herself. I am treated to bits of the letter here and there, and it is necessary to be appreciative. After I have asked crossly twice, "Did I get any mail?" she starts and looks guilty. "Forgot to look. Awf'ly sorry," and roommate resumes the reading. A moment later I

dash back from the post office to the French sentences empty-handed, and—unreasonably, perhaps—blame it all on Bill.

The agonies of "Shall I go to Finals?" or "Shan't I go to Finals?" "Will he phone?" or "Won't he phone?" "Will he send me a telegram?" or "Won't he send me a telegram?" must all be somehow gotten through.

Into any conversation Bill is introduced, no matter how irrelevantly, and I must pretend to listen with some degree of patience to all his charms. Upon the slightest provocation his accomplishments—and they are many—his tastes, his manners, and his personal characteristics are extolled. Any criticism is hotly disputed, or, if it should be indisputable, "Why, that is what I like about him." At last, in sheer self-defense, I search desperately around in my own mind and finally drag out Willie. But any observation on Willie's cleverness is quickly interrupted with further details of Bill's infinite superiority. I eventually subside, convinced that Bill is a most unusual person, and that I hate him thoroughly.

GERTRUDE CARTER.

WINSOMENESS

He is a little roly-poly sort of a bear with stubby legs that look as if they could never carry him where he wants to go. And his tiny ears stand pertly erect to catch the pleasing sound of his poetry which he composes as he trots along. A sparkling pair of glassy brown eyes, which peep from behind his furry coat, reflect his enjoyment of these poems. Of whom am I speaking? Why, Winnie-the-Pooh, of course.

As soon as I learned to ask for stories, my mother began to read to me from *When We Were Very Young*, *The House at Pooh Corner*, and *Now We Are Six*, and to show me delightful pictures of a Little Boy and his Bear. If I would not go to sleep at night, she would come and teach me one of Pooh's spontaneous ditties, which I repeated to myself until I slipped away to dream that I was playing in the Forest with Piglet and Winnie. But this little brown Bear dominated my waking hours as well. Like him I developed that "eleven o'clockish feeling" which came regularly every morning and which meant that it was time for a little snack. Then while I ate my milk and crackers, I would think of him and hope he was enjoying his usual jar of honey. In all my private games he was my constant companion. It was my secret sorrow that my Teddy could never be like Pooh because he was several times larger and was mounted on wheels so that I could ride—not at all the type Teddy that a little girl could love and take to bed at night to cuddle.

However, by the time I was in high school Pooh had been replaced in my mind and heart by adolescent concerns; my thoughts of him were rare and vague. Then one day he was brought vividly back to me by a marionette show. I was sitting in the school auditorium, wondering

why I had come, when the curtains opened and I saw Winnie and Piglet tramping through a snowy field singing:

“The more it
SNOWS—tiddely-pom,
The more it
GOES—tiddely-pom,
The more it
GOES—tiddely-pom,
On
Snowing.”

From that time I have never lost track of him, and each year we have become closer friends until now his place in my heart is big enough for bears and bears and bears.

Because he was so much a part of my life, I was astonished one day to find that there were people who did not know Pooh! Once I recited a “Noise, by Pooh” at tea, and those people looked at one another as if to say, “What a silly girl!” I thought to myself what fun they must have missed through not knowing Pooh, and I promptly introduced my Friend. Then I read them some of his Adventures with Christopher Robin and Piglet—how they built Eeyore a House or went in Search of Rabbit’s relative Small who was Lost, Strayed, or Stolen. They love Winnie now almost as much as I, but still I cannot help feeling sorry that they did not meet him sooner.

Sometimes friends laugh at me and say that I am talking like Winnie. Then I inwardly swell with pride to think that I could have made a Poohish remark. It’s nice to think that maybe one has a little of the winsomeness of Pooh.

LOSSIE TAYLOR.

FOUR POEMS

Waves

Wild restless waves beat,
Beat against an impregnable
Barrier which in spite of
All the warring of these
Huge armies fighting hour
By hour against its inevitable
Being never gives in.
And the angry enemy, knowing
The futility of its struggling,
Keeps fighting, hoping to succeed
While the barrier looks
Across the sea, and laughs.

MARY CONNALLY COXE.

To A. R. C.

No ocean is always smooth,
No sky forever blue,
No, nor smiles ever present,
No wind remains calm,
Not even dreams come true.
Nothing is constant my dear,
Save my love for you.

MARY CONNALLY COXE.

Notes of music filled
A drab, sombre room
With haunting melodies
That seemed to reach
Exalted heights, then
Fade softly.
Like tides that rush
In upon white sands—
And ebb away
To some distant shore,
Perhaps?

MARY CONNALLY COXE.

Tiny tots innocently
Drop their grandfathers'
Watches. Though fifty seasons
Pass they will never know
"What makes the wheels
Go 'round."

MARY CONNALLY COXE.

A WITCH, A GIANT, A GOBLIN-GHOST

When I am President, I'm going to pass a law that all nursemaids have to be gentle as a bunny, kind as a mother kangaroo, meek as an earthworm, and honest as—as—me. It's terrible the way mothers entrust their own babies to some "good old Fatty," who is really a witch. Take Dora, for example. Now Dora was very neat and nice, that is, when Mother was around; but underneath she was meaner than a school

teacher. Just listen to what she used to do, and see if you wouldn't have been scared.

It only happened the afternoons when Mother went out, but that was often; she belonged to so many Circles and Book Clubs and things. Well, we had to take a nap every day after lunch. It wasn't because we were weak or sick; all children had to. They weren't naps, anyhow, for there were lots better things to do with three children in one room. After what we thought was a painfully long time, Rose would appoint the spokesman for the day. There wasn't much appointing to it, because Bill and I took turns regularly, but it sounded more important that way. Rose didn't ever have to be it, since she was the oldest. Besides, she didn't sleep in a kiddie-coop, and the spokesman had to be in a kiddie-coop. You see, his duty was to roll all the way across the room, open the door about an inch, and call sweetly, "Dora, is it time to get up?" There was no answer, of course; so the call was repeated, more sweetly every time, for, though there was no answer, there was always a chance that the question had been heard, but purposely ignored. Still she might not have heard; so the spokesman was urged to call again—still sweetly, but a little more forcefully. Then it happened! Before the question was ever finished, the door jerked open, and Dora was shouting, "No, iss not time to git up. Lay down in 'at bed an' shut up!" She didn't need to say, "Lay down," though, because the shock always sent the dignified caller flat on his back, giving the kiddie-coop all the power needed to glide hurriedly back across the room, and into the wall. You might think we would get used to it, and stop being scared; but we never could tell when she was in the kitchen and when she was behind the door. That's why we thought she was a witch, because we were sure she must have flown up the hall. We would have heard her if she had walked. Besides, she had teeth like a witch, long and scattered. It took time, but we finally persuaded Mother that Dora was black magic.

Then Essie came. Whee! Whee! Essie was wonderful, but they all are when they're new. We didn't know that then, of course. Neither did we know how she could "step high" when she got mad. I never will forget the first time I saw her perform. Mother had just brought me and Rose a cooking set. We begged Essie to let us hurry and fix supper for Bill, who we pretended was the father, and who would be home "any minute now." Essie said no about six times; and then she growled, "If y'all don' shut up and get outta here, I'm gonna step high!" That didn't mean anything because we were used to having maids scream at us; so Rose, the mother, asked one more time. Then the performance started. Essie straightened up till she looked like a giant, pulled her skirt up to her knees, and started climbing over all the stools and chairs the kitchen possessed. I thought of the pictures in "Jack, the Giant Killer," and ran screaming out of the kitchen, never to return until Mary came.

"Meh," as we called her, was a real live angel. At least I thought so until she began telling us about all the ghosts and goblins she knew. How plainly I used to see those witches and ghosts all around my bed at night! And whenever we did something bad, she would shake her head and murmur, "The Goblin's gonna git you if you don' watch out." But the thing about "Meh" that made me maddest was neither of these. It concerned a little boy who used to come play with Bill. Everybody was happy as long as "Meh" didn't know he was there; but the minute she spied him, she would holler, "Jits, yo' head's too big!" Oh, that made me so mad! What if his head was big; I liked him.

They are all gone now, of course, and everything is peaceful. Nannie is so polite and nice that all the others seem very unreal and far away. In retrospect, their little tricks aren't half harrowing. Mother says they were intended to make us behave. She is probably right, but when other girls talk about "sweet old Carrie" who "raised" them, I always feel sad. Who would be proud to say, "Oh, my nursemaids were mean. One was a witch; one was a giant; and one was a goblin-ghost."

MERRIE HAYNES.

ON RESTFUL REMINISCENCES

Sometimes I become very tired and depressed. It seems impossible to enjoy even five minutes of calm relaxation or the refreshing freedom of doing whatever pleases my fancy. That disorderly pile of loose papers and fat, worn books with two or three stubby pencils haunts me. I see my bulging laundry bag and know that time must be found to count the dingy clothes and wash the snagged or sometimes toeless old stockings; I am unable to escape the thought of that square, blue box crammed with unanswered letters.

Work can't be permanently ignored, but, just for a moment, let me sit here on the foot of my bed, rest my chin in my hands, my elbows on the window sill, and drink in the fresh air of morning while the clean breeze blows softly across my face.

It rests my spirit, and the sight of the grass and bushes outside in their spring verdure remind me of our backyard at home, the green lawn, the scraggly dogwood trees laden with snowy blossoms.

I like to imagine that I open the back door and go into the kitchen. Fat, curvy, brown Annie is standing inside by a table, half-singing, half-humming over some soft, white biscuit dough, patting, dimpling it with the knuckles of her dark hand, flipping it over, and then, with a heavy rolling pin, flattening it out on the tan, flour-sprinkled board.

Often, too, I rest myself by recalling my favorite childhood haunt, a musty, dim old attic. It is exciting to clamber up the ladder in the broom closet, to scramble through the opening in the roof, and crawl carefully along splintery boards to a smooth platform my brothers have

made. Here stand a rickety old chair and a small, sturdy, brown table on which are books, a candle, and a box of matches. It is satisfying to be so alone, to sit down and light the candle, open the thumbled pages of *Little Women* and, feeling very much like Jo March herself, to munch on the cookies from my blouse pocket.

Then I know fully the enchantment of books, revery, and contentment. The memory is as refreshing as a drink of cold water, and I am now ready to return to the reality of work—to lessons, laundry, and letters.

VIRGINIA MANNING.

ON POEMS OF LOVE

Why *did* I love you?

Perhaps because you were near.

Why *do* I love you?

Because you are you, my dear.

Why *will* I love you?

Well, maybe I won't—next year.

In these lines of verse I am amazed

To see how love I have appraised.

My head says, fool, thou art quite mad,

But my heart says, love, thou hast made me glad.

VIRGINIA ALLISON.

POTATOES

I can't stand potatoes—mashed potatoes, French fried potatoes, lyonnaise potatoes, baked potatoes, creamed potatoes, raw potatoes, or potato soup—all have the most deleterious effects upon my digestion. My every rudimentary attempt to overcome this weakness has proved excruciatingly painful. Potatoes refuse to coöperate with me.

To tell the truth, in the whole vegetable world, there is really nothing I would rather like than potatoes. They are wonderful things. They are so versatile. They can adapt themselves to any time of day in any season. Let's see, there are the fried potatoes or potato cakes for breakfast; French fried or lyonnaise potatoes for lunch; and mashed, boiled, baked, creamed, or stuffed potatoes for dinner. Thus, the world has arrived at a point of total dependence upon the *pomme de terre*, a deplorable situation where I am concerned. I must suffer when others are praising my adversary. I must watch while others partake. I must starve while others stuff. I ask myself over and over, "Can such a condition continue to molest and torture me? Can I be permitted to live without the essential food? Can I uphold by standing, both socially and morally, without the backing of a potato? What is to become of

me?" I must give up dinner parties in order to conceal my unfortunate idiosyncrasy. I must yield to the bean and the pea. They will catch and hold me in their grip, and I will not be able to free myself because I cannot cling to the potato. Woe is me! I shall have to use the easiest method of escape. I shall have to lose my appetite. I shall have to fall in love!

ALTHEA HOOFF.

"NOTHING GOLD CAN STAY"*

As Stanley stood on the narrow porch of the miserable two-room shack that he occupied as manager of Atalamca Division of the U. R. Grace and Company Nitrate Agencies, he had an unveiled view of the great desert region that stretched to the west. It was a great region of arid land that seemed to have been ploughed by a gigantic machine, for the earth in spots had belched forth great boulders and mounds of sand. Yes, there in front of him were the nitrate mines. To the right of them stood the massive, expensive machinery that crushed the rock, and the huge vats that held the liquid until the white salt-like substance had been separated. Occasionally a dull throbbing blast broke the death-like stillness that was as oppressive as the deep, heavy heat, and Stanley knew that each thud ripped open the earth and brought forth new wealth. Behind him rising like dark, foreboding gods stood the Andes in all their radiant glory. Everywhere everything was parched and dry. For three months no rain had come. The glistening mounds of nitrate salts beamed in the glaring sunlight like great heaps of diamonds. They were as valuable; Stanley knew that, for he had come with nothing, and now he was on the point of leaving and could be numbered among the really wealthy men of South America.

No one was stirring on the broad, level plain. The day had reached its peak. The intense heat seemed to rise from the ground, covering all that it touched, sapping its strength, and leaving it wilted and worn. It was too hot to move, too hot to even think. One wanted only to sprawl in a chair and gasp for breath. Stanley wondered how he had stood it for seven years. Many times he had almost succumbed to the heat, but there was always the driving force of his ambition to spur him on; and now at last he had his reward. Now he could leave and know that forever his future would be safe and predictable. A sense of relief filled him for the first time in many years.

He started to enter the house but chose the brilliant glare of the landscape in preference to the oppressive darkness of the interior of the shack. Seating himself in the one comfortable chair, he picked up a fan and a glass of the precious water. Here he was master of all he surveyed. Lying before him were factories, dwelling places, great stretches

*Taken from Robert Frost's poem, "Nothing Gold Can Stay."

of desert land, and over all he was lord and ruler. It gave him a warm, tingling feeling to think of this. As he looked over the landscape, he was contented with what he had done. Seven years were a long time to be buried in a desert but the reward was sweet. As he thought over those seven years of toil, he again wondered how he had been able to stand it. Always there was the heat, the lack of water, fighting among the natives, and that dulling of the senses that accompanies a monotonous work. Many a time he had thought of giving up. Nothing was worth the struggle that he put forth, but the thought of Beth seemed a challenge, and for her he plodded on. It was over now, all the work, toil, and sweat. Tomorrow he was leaving it forever. He was going to a country that God had fashioned after paradise.

This thought brought upon him the full reality of his goal attained. These past seven years had been a dream of wonder and a nightmare. Thinking over them, he hardly found them real, but like so many things he must climb in his ladder to success. Now he was standing on the topmost round. His thought again turned to Beth. He wondered how she liked the idea of living in Chile the rest of her life. He remembered the promise she had made before he left, and knew that she would find as much beauty and peace in his valley as he hoped to.

All the old memories came crowding upon him now, as he sat there in the stabbing heat. He had been as poor then as he was rich now. When he reviewed his early life, he wondered how his parents had ever been able to send him through high school. They had been unbelievably poor. Stanley had helped as much as he could, but always there was that feeling, that wanting to forge ahead, to get away from the drab dreariness of Clarkstown that had made him discontented. It took courage to try to get anywhere in Clarkstown with its snobs and aristocrats, but two-thirds of Stanley's character was moulded from courage. Often, after so many trials to find work, he wanted almost to give up and be contented with just getting his daily bread.

When, however, two months after he graduated, he had come home late one night to see his home being devoured by flames and to learn of his father and mother in there helpless, he had made an oath to rise forever above the meanness and littleness of Clarkstown. He didn't know why his parents' death had so affected him, but he knew he must find a different life from theirs.

Making an oath and keeping it are two different things Stanley soon found out. All of the good jobs were filled by men with education. He did not have one or any chance of getting one. Always, however, there was Beth, and Stanley realized that now she was the only person who cared for his life or what he did with it. He knew that he must accomplish something for her to reward her for her faith.

Beth also came from a poor family. She was not a beautiful girl. She did not have even one feature that she could build up to make her-

self a striking woman. No, Beth was plain, but to this plainness was added a portion of common sense that is rarely found in a girl. She had an imagination that took her from the drabness of her surroundings and lifted her into a glorious paradise. With this imagination Beth could never be plain to those who knew her well, for she was ever-changing, ever-wonderful. Stanley could remember her low, soft voice that would float upon the air and seem to bring a hushed peace over all. Yes, Beth, like her voice, seemed a floating thing like a cloud, and Stanley knew that with her he could escape the dullness of life. Ever since he could remember Beth had been there. That was the way he wanted it forever.

In his parade of memories, the day Mr. Phillips, the village banker, had told him of the position in far-off Chile would always remain a predominant one. Mr. Phillips had been a friend of Stanley's father and he tried in many ways to help his friend's son. Through a client he had heard of this job with a nitrate company in Chile. After investigating it, he found that the position did not require a college education, but good judgment and initiative, and he knew these to be qualities of Stanley's. The company, he told Stan, fully realized the disadvantage in working in this out-of-the-way country, but they were willing to make reasonable compensations for these disadvantages. He had named a sum that made Stan fairly gasp for breath. This was his hope come true, but only in a better way than he had ever thought possible. He felt giddy with a sense of joy and relief at being able at last to establish himself at some work. He pictured the glorious adventure to be found in that foreign country, and his opportunity to climb many of the rungs in his ladder.

He had thought of Beth but knew that she wouldn't mind waiting. No, they were young, and Chile was still in the Americas. Their future looked so bright that they failed to be properly grieved at being separated. Stan knew it wouldn't be long before Beth could join him, and Beth knew that with this to look forward to, the waiting could not be so dreary.

Stan had planned, however, without a knowledge of Chile's great desert. He hadn't known how the heat could absorb one's ambition. The first year he had been on the verge of giving up and returning home, but a promotion came in time to prevent this, and he had continued to slave away year after year. It had become mere habit to work from sunrise to midnight. The parched desert sands, the jagged mountain crags, the hard-working, violent-tempered natives came to be more reality than anything he knew. Now he realized that he had found monotony instead of glorious adventure.

So for seven years he had labored. Each year he had accumulated more wealth, and each year he had put off writing to Beth until he had more to offer her. He had known that fortunes were easily made in the

nitrate mines, but he had not thought it possible to compile the wealth that he had.

Tomorrow he was leaving this sand region, and soon Beth would be coming. Today he had received her letter, and for the first time realized how much he had missed her.

As he sat there thinking of their future together, he heard a noise on the steps that mounted to the shack from the plain. Turning, he saw the tall, red-faced foreman, who was to take his place as manager, striding toward the shack. Pat Stuart was as hard-working as Stan, and in a few years he too would probably be leaving the mines. He had been Stan's only friend, only companion, and between them had sprung a true friendship. Coming on the porch he asked:

"Howdy, Stan. Pretty hot, ain't it?"

"Yep," replied Stan, "certainly is. Anything on your mind?"

"Them pay rolls you fixed out last Saturday—will they be about the same every week?"

"Yes, I think they'll do for the next six months. You might let one or two go next week. Does that about clear up everything?"

"Guess it does. What time you leaving tomorrow?"

"Tapcas is taking me into Atalamca about 4:30 in the morning so that I can catch the train."

"Well, Stan, it's been mighty fine workin' here with you. I hope you like this place you're agoin' to. What's it like?"

"I've hardly seen it, except once when I was coming up here. It's surrounded by mountains. It's cool and green there—everything that it isn't here. It's over near Concepcion. You'll have to come see us, Pat. I mean to have fine vineyards and orchards, a place like you've never seen before."

"I sure would like gettin' away from here, Stan. Thanks for askin' me. Well, I guess I better say goodbye and good luck now. Don't reckon I'll see any more of you. Let me know how you like it down there."

"I'll do that, Pat, old man. Goodby!"

Stan followed the straight figure winding down the cliff and across the plain. He knew that Pat Stuart was the only thing in this sand country that he would miss. Good old Pat, he had been a sort of mainstay. It would be nice to have him down to see them. Stan got up, surveyed the horizon once more, stretched, yawned, and entered the shack to begin packing his things.

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Stan had always liked to walk, and here where everything was so cool and peaceful he spent his days while waiting for Beth, roaming about over the lower foothills that crowded about the hidden valley of Santa Ines. This particular morning as Stan explored all the new trails on the mountain side, he found a little open spot from which he had an excellent view of the surrounding country. As he stood gazing over the

valley, his eyes rested fondly on his own ranch, Aguila, that he had purchased some weeks before. He had something to offer Beth now. This was as near a real paradise as he could find. Below him the ranch house nestled close to the ground. It was a series of low, one-story buildings with bright red-tiled roofs. Stan loved the gardens about the house, for it had been long since he had been able to look about and see things growing. Around the house stretching miles across the countryside were his own lands, all divided into fields by lofty, erect poplars. The whole valley was quiet and peaceful nestling there in the early morning sunlight. Everything was so fresh looking that it fascinated Stan who had looked at parched plains for so long. He sat on a rock and let his gaze roam the countryside. He saw a pair of oxen pulling a cart down one of the country lanes. On a field across the valley he could see the figures of live men ploughing a field. He wanted to live and die here in this peaceful and serene atmosphere.

Suddenly from the west came a low, rumbling noise. Stanley shifted his gaze. His eyes opened wide with astonishment and horror as he noticed a large black, zig-zagged crack across the earth where a moment before the oxen had been walking. Before him he saw the earth tremble and split, leaving great abysses. Thoroughly frightened, Stan jumped to his feet and rushed up to a higher crag so that he could obtain a better view. From this point of vantage he saw the sprawling town of Labca crumble to the ground. As far as he could see, everything was in wrack and ruin. The great thundering noise was coming closer now, and he felt as if it would push his brains out. Everywhere the earth seemed to be yawning and sucking in everything about. The ground beneath him was shaking violently now, and he was thrown against the rock. Stan had had no time to experience any sort of feeling at all. Once he remembered wondering vaguely if this were the end of everything, and then he saw it. After a particularly loud noise and severe shaking, a great jagged streak appeared across his own fields. The erect poplars were crushed against the earth. The orchards and vineyards were swallowed up. And then the earth opened again and enveloped all of Aguila's outbuildings. Nothing was left now but the main house the back of which suddenly folded up like an accordion, a mass of wreckage and ruin.

As quickly as the earthquake had descended upon the valley, it left. Behind it were desolation and ruin. Stan stood and turned his eyes to the now scarred valley. Slowly the reality and the horror of the situation came to him. He looked again at his once beautiful ranch, now a ruined heap. In those few minutes Stanley aged twenty years. He had put every cent of money he possessed into the ranch. Now it was ruined. He was nearly back where he had started those seven years before. Seven years of hard, gruelling labor to be erased in three minutes' time. Stanley sank to the ground, burying his face in his hands. He had nothing to offer Beth now.

Suddenly he thought of the money he had put in his safe. That would be enough to start over with. The porch of the house was still standing, and the safe was in the front room. He could get it. Madly he raced down the hill. He felt that his feet were being held back at every step. Frantically he rushed forward. Finally, after an eternity, he reached the yard and dashed to the porch. What was left standing of the building did look shaky, but he was sure if he moved cautiously that he could enter and open the safe. Slowly he mounted the steps and made his way across the wide porch. When he reached the door, he stopped a moment and then disappeared into the wrecked interior.

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As Beth stood on the deck of the steamer, she was so full of joy that she could scarcely subdue the feeling of happiness that swelled within her. Gazing at the semi-circular harbor of Concepcion, she felt that she had never seen anything so beautiful in her life. As yet they were too far away to distinguish any of the landscape, but as they drew closer, Beth was filled with a strange fear. Why was everything so quiet and still? She had expected a great excitement to pervade ashore. Silly, she thought; they see big boats every day. It is only I who am new to them. She again turned her attention to the city. It was strange, but everything looked as though it had been stepped on. At this moment the captain appeared behind her:

"Miss Drew," he said in a voice strangely sympathetic, "I am sorry to tell you that we have just received news of a terrible earthquake ashore. We do not know the extent of the damage yet, but if you have relatives there, I believe we could arrange for you to go ashore and look for them."

Beth stared terror-stricken into the captain's face, then whirled to see the harbor which was becoming quickly more distant. Now she knew why everything looked as though it had been crushed. For a moment her mind flew around in circles and imagined all sorts of horrible things, but soon she regained her senses. Surely Stan hadn't been hurt. He had told her that Aguila was some miles across the valley from Concepcion. Yes, surely he was unharmed, but she must get ashore to find out.

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Beth had wandered about the wrecked city all afternoon. Stan hadn't been there to meet her, but she hadn't even expected that in these horrible conditions. About her were suffering and ruin the like of which she had never seen before. All afternoon she had been trying to find some way to reach Aguila, but no way presented itself. And then out of the havoc and ruin appeared an old ox cart that had somehow miraculously escaped the vengeance of the earthquake. She had bargained with its owner, and they had begun the horrible journey to the little town of Labca near which was Aguila. Beth would never forget that nightmare journey. They had to detour for miles to get around great

holes in the earth. Crossing the valley they were surrounded on all sides by suffering and bewilderment.

At last she arrived at Labca, and the old man drove off leaving her stranded in this ruined village alone. She searched frantically along the desolated streets for some sign of life. All was calm and silent. Venturing around one of the corners, she came upon a group of weary natives engaged in earnest talk. She crossed to them and asked the way to Aguila. They merely stared at her as if they had not even heard her. Finally one of the older peasants spoke to her with a flow of foreign words, and she realized that she would receive no aid from here. Turning, she walked down the street, her eyes wide with pity and sorrow. Suddenly she glimpsed a ragged figure sitting by a mass of ruins. Looking closer, she saw that it was a white man. Relief poured through her veins as she rushed over to him.

"I beg your pardon, but could you direct me to the ranch, Aguila?"

The man slowly raised his head and peered at her through dazed, numbed eyes:

"It's straight down this road a piece, Mam, 'bout a mile."

Then Beth hesitatingly asked the question that had filled her heart and mind all day:

"Do you know if the ranch was ruined, or where I can find Stanley Garrich?"

She felt that she stopped living during the seconds it took the man to reply:

"Stanley Garrich? Oh, he was the man that bought up all the land over 'Guila way. Him, he got through the earthquake all right, but they say his house fell in on him after everything was over."

JOYCE POWELL.

SPRING WALK

Anne was in the garden. She lay on a couch and looked at the sanatorium towering above her. It was cold, impersonal, like most large buildings that are used for serious matters. Six balconies stretched across the front, one above the other, and on each balcony was a long row of beds. The more Anne looked at those beds the more she liked Dr. Koch. It was due to his benevolence that she was spending the rest hours here instead of in her own iron monstrosity.

"*Aber ya*," he had said, "you may take your cure in the garden if that would make you happy. But mind. You must sleep, and not look all the time at the flowers."

They all teased her about flowers. Liska, the nurse, would look at her reproachfully and say, "You love those daisies more than your own family. That is not good." But the other day Liska had brought her a basket filled with primroses. Then she had spent the whole after-

noon teaching her how to string them into sweet-smelling wreathes. Little things like this made Anne feel less homesick, less far from her family. But there were also many times when she felt afraid. So many of the patients up here would lie on the balconies for a year or two, and then would leave only to be taken to the village cemetery. What if she too were never to leave alive? Liska had been shocked when she asked her whether it was hard to die of tuberculosis.

"You must not talk like that. It is not good. Soon you will be well, and you will go back home to America."

Anne left the couch. Her thoughts were pushing at each other like rowdy children. It was impossible to sleep. The thin tinkling of cowbells passed through the garden, reminding her that it was spring, and that the meadows beyond the village were covered with wild flowers. No one was in sight. She could take a walk now, and they would never know that she had gone. Anne climbed up the garden steps on to the road above. *

The road ran the length of the sanatorium, then turned up the mountain side and entered the forests. This turn reminded her of the road signs she had seen so often at home. They carried the warning: Danger, Curve Ahead. There might be danger in this curve, too, but it would, she was sure, be of a nice variety. An Alpine spring smoothes over all that is harsh. Anne looked back to make sure no one was watching her. Then, she began to climb.

The giant fir trees of the forest perfumed the air with their age-old scent. They leaned towards her, whispering their secrets into her ears. But Anne hurried past. She wanted to see the meadows.

A mountain stream chattered over rocks ahead. She rounded a bend and saw not only the crazy little stream, but also a young man leaning against a stone bridge. He smiled.

"You're late."

She stopped dead. At first she was too astonished to speak, but she soon recovered herself.

"I'm what?"

"Late. I was told you would pass by this spring. I've been waiting since the first crocus came out. Now they're everywhere. So you're late."

"Do you always speak to strangers like this?"

"But you're not a stranger."

"Really?"

"No, I've known all about you for a long time."

"And I suppose you've been talking to the fairies."

"Exactly."

Anne thought it might be best to leave him there with his fairies, but she stayed. His smile seemed a part of the day itself. She would not leave it behind.

They stood watching the little stream as it dashed madly towards the valley, as though it were being pursued by some evil spirit. Neither of them talked much, but there was none of the tension usually felt by two people who have just met on a lonely road. He looked at her intently.

"They told me you would have golden hair, and grey eyes, and a beautiful voice, but not one of them knew your name. What is your name?"

"These Swiss fairies must be less powerful than the ones at home. They always knew my name. It's Anne—Anne Edwards."

He repeated it softly, "Anne." Then he took her hand.

"Anne, this is the most wonderful day in spring. May I show you fairyland?"

"Yes."

They walked on down the road together.

The forests gave way to a meadow, and here were the wild flowers, millions of them. Their colors contrasted against the fresh green of the grass—tender pinks, vivid scarlets, misty blues, and glowing yellows. Each flower was perfect in itself. Each helped make a more beautiful whole. And the breezes that blew over this meadow gathered from it a delicate fragrance, the breath of spring.

"This is the gate to fairyland, Anne. Do you like it?"

"Oh, yes," she breathed.

He leaned forward and kissed her lightly.

"And may I welcome you in behalf of all the fairies."

"You shouldn't have done that."

"Sanatoriums don't exist here."

She started and then wondered what had surprised her most: the fact that he knew she was sick, or the easy way in which he had dismissed the illness.

"But you haven't told me your name."

"Lawrence Flynn."

"My grandfather had a friend called Lawrence Flynn, and he thought the world of him. He had to come up here. Are you his grandson?"

"I'm the only Lawrence in my family. Both Uncle Michael and Uncle Patrick did a little disgracing, so we just haven't been handing down the usual names."

"You're a very funny person, Lawrence, but I like you."

"And I hope you'll be more than just liking me, before we leave the land of the little people. But, come, Anne. There are a few other places we must see."

They entered a wood, a miniature of the forests behind. The road was now but a cow path which twisted and turned, first this way, then that. Suddenly, it ended upon a rock hanging over a valley, like some vulture over the carcass of a sheep. Without fear, she walked to the very edge, and stood looking down into the depths. Lawrence made her

forget that there was anything to be frightened of. He even made her forget the disease which plays havoc with the lungs.

Anne felt as though she were somewhere far off in space looking upon the earth.

"Everything seems so unimportant, so insignificant down there."

They sat down and dangled their legs over the edge.

"Look at that mountain, Lawrence. It is such a majestic heap of rocks and dirt. It must be the home of the mountain giants. You should be over there with the mountain giants, instead of here with the fairies."

"But, if I were there, I wouldn't be here with you."

The late-afternoon shadows started to creep over the landscape below. Lawrence stood up.

"We must be on our way."

They climbed to an upper road and came to a little country church. It held beauty in the simplicity of its lines, and in the soft grey of its stone. Lawrence led her inside.

A single candle lighted the altar, a thin, white candle that burned as though to brighten the whole world. They knelt in front of it, side by side. It was almost as though they were kneeling here to be married.

For a minute she even thought she saw an old minister standing there in front of them. His eyes held more kindness in them than Anne had ever seen before. But he soon faded from her fancy. Then Lawrence was leading her back to the road that ran beside the church, and on towards the village.

"We shall now see the most enchanted place in all fairyland."

To reach this enchanted place, they had to leave the road and climb a steep and slippery path. Anne would take a step, then slide back two. She became tired long before they had reached the top. One minute she felt hot, the next she shivered and teeth knocked convulsively. But when they reached the top, she forgot all this. They found a little, brown *chalet* nestling against a hidden clearing.

"Oh, it is beautiful! But, where are the owners?"

No peasant had come to the door to see whom these visitors might be.

"Only the fairies themselves live here."

She felt inclined to agree with him. No human being was about. Yet, the *chalet* windows shone as though they had been washed that very morning. The cement around the base glistened from a new coating of whitewash. Carefully-tended geraniums grew in the flower boxes on the balcony, and every door stood open wide.

"What is this place?"

A strange feeling came over her. Something was happening, something she couldn't understand.

"Come, Anne. There is one more place that we must see."

They returned to the road and walked back to the village. Anne began to feel ill. She thought of the iron beds, of the rows of balconies.

The roof of the highest sanatorium came into view, and she looked at it with loathing. She had grown to like this young man more than . . . But he had said nothing of meeting her again.

Lawrence must have read her mind. He led her to a very old grave in the village cemetery.

"Meet me here when you want to go back to fairyland forever."

She looked at the grave, and when she turned around he was gone.

The name on the grave was that of Lawrence Flynn.

MANETTE ALLEN.

THE TREE

A beaten black form,
lashed and scourged by bitter winds;
Repulsive black fingers twisting
in supplicating agony:
The one false note in this grey cathedral
of mountains and clouds.

MARY WILSON KISTLER.

"HERE LIYS A BABY BERD"

Joan measured her footsteps carefully so that she would not walk on the cracks of the pavement.

"I'm going to be beautiful," she said, "I'm going to be the most beautiful lady in the world, and everyone will love me. Twenty-six men will ask—beg, I mean—me to marry them, but I will say I don't love them, and then they will die."

"I'll be a nurse, and people will love me 'cause I'm good," returned Edith.

Joan looked at her with understanding. "Do you feel that way, too? Like you oughta be a missionary or preacher, something real, real noble? Thank goodness, there's not any lady preachers." She sighed with relief, for she didn't really want to be a preacher. "It would be much more fun to be beautiful," she continued. "To be a princess in a white satin dress with shiny things on it. And to have a knight rescue—Oh, I stepped on a crack!" She stopped in horror. "Edith, what will happen?"

"Bad luck." Edith was frighteningly sober. "I don't know what you can do about it. Go back two lines and skip over. That might help."

Joan's heart was lead within her. Something dreadful would happen now. Gloom descended upon the two; and they continued silently, without their usual buoyance.

"A bird," said Edith suddenly. They both stopped walking. Still and forlorn it lay in a vacant lot by the sidewalk; they found it lifeless to their touch, cold.

"Poor sweet, it's dead," Joan mourned. "We must have a funeral, Edie."

They placed the bird in the cover of a cigar box that they found after searching the field and carried it home. A few stops along the way made known to the neighborhood that there would be a funeral in fifteen minutes. Joan and Edith were experienced in the art of funerals. Behind the garage at Edith's, hidden from prying eyes, blossomed a miniature graveyard. It was as much a garden as a cemetery: small regular mounds lay in rows, and on them grew gray moss, threaded with the tiniest, sweetest flowers. Circling about them in a careful design, rocks separated the graves. Scrawled epitaphs gave name and owner of the buried: "Blackie the mothercat—Betty Ellen's," "Mary Pickford the maltese—mine," "Lollipop the Robin—God's."

It was here that Joan and Edith brought the bird. On the way they stopped at the bird bath and vainly tried to revive the stiff little body with water. Joan held the bird, and Edith's cupped hands poured the liquid through the open beak. But though her efforts were generous, the bird did not respond.

Suddenly a dreadful thought struck Joan:

"Edith, do you s'pose he died because I stepped on that crack?"

"P'rhaps."

"Oh, Edith!"

"Well, my goodness, why should you worry? You sent him to Heaven, didn't you? It wasn't bad luck for him. Heaven is a wonderful place, and I wish somebody would send *me* there."

"Do you really think he's glad, then?"

"Of course he is."

"But how will he get there?"

"On wings, I guess."

"Oh, how pretty! He'll fly right up?"

"Uh-huh. Just like angels."

"But why don't we ever see dead birds going to Heaven?" Puzzled, Joan looked at her.

For a moment Edith wasn't sure; then she knew.

"They go up at night so they can fly through the stars 'cause they're the windows of Heaven."

"Is that what stars are? Why, of course, Edie. And the moon's the door. I guess only people go in through the moon."

"Look, here come Mary Alice and Bobby and June and Betty Ellen. They're bringing flowers—"

Like the woods of Birnam came a moving army of dandelions, ragged robins, violets, butter-and-eggs, and star flowers. This would indeed be an elegant funeral.

"We must have an epitaph," Joan remembered.

The others crowded around.

"You make it, Joan, a rhyming one."

Betty Ellen had a stub of pencil, and Bobby proffered from his pocket the wrapping of a Hershey bar. Joan turned this to its unlettered side and chewed the pencil.

"Let it be something about his going to Heaven," said Edith, "since you've made it so he can go there."

"How did she?" June asked.

Edith answered proudly, "She stepped on a crack, and then the bird died, and now it can fly to Heaven where its soul will be saved."

"That's an idea," cried Joan and began writing on the back of the Hershey wrapping. Several times she paused and thought, but finally she showed them the finished product:

"Here liys a baby Berd
Who fell from his nest
on the ground to rest.
Here we make his grave
for his soul to save."

Applause met the epitaph. Joan was proud of it herself; it was the best she had ever done. The bird deserved a splendid poem from her, because in a way he was hers on account of his soul and the crack.

Mary Alice stuck the paper on a stick and claimed the privilege of holding it.

Now to dig the grave. This was Bobby's job, undertaken with a flourish and a broken-handled spoon. When it was finished, he began a second hole for the penny show (which today could be enjoyed without cost).

The penny show was a holy of holies. Its creation was simple: one but placed a small and singularly beautiful flower in a hole, surrounded it with fern, perhaps, and covered the opening with a piece of broken glass. Then one covered the glass with sand, which, on payment of a penny, was brushed away to reveal the enchanting scene.

Today a ragged robin held the privileged position. As Joan said, it was a bird flower and surely warranted a place of honor at a bird funeral. Into the ground around it the children stuck minute and nameless yellow flowers which stood upright like tall candles about a bier. Now all was ready for the funeral.

"But what shall we sing?" asked June.

"'Brighten the Corner Where You Are,'" Betty Ellen suggested.

"That's not churchy enough," said Edith.

"But we sing it in Sunday School."

"Don't care. It doesn't sound like an organ, and organs sound like funerals."

"'Good morning, Dear Birdie' wouldn't do then either, would it?" Bobby was trying hard to be helpful.

"No, what about 'Lullaby and Goodnight'?"

"Or, 'All Things Bright and Beautiful'?"

This last was the best. They didn't know all the verses, but they could sing the one about "Each little flower that opens, each little bird that sings" over and over again.

"But can he sing in Heaven?" Joan caught Edith's wrist. "Edith, I'll cry if I've killed his voice!"

"He can sing in Heaven. But we must make sure he gets there. If he doesn't his soul will die, and then of course he can't sing."

How terrible! The bird must get to Heaven. Joan was thoughtful as the funeral procession started, and she swayed forward with the others. She saw the bird soar through one of the sky's tiny stars (they really must be elastic, else how could he squeeze through?) She saw God welcome him and the bird sing a happy song to Him. She saw the bird fly alongside of the angels, his wings silvered by contact with the stars. With his feathers shining he must look like a fairy up there. Maybe birds became fairies in Heaven.

Suzanne said there were no fairies, but Suzanne was a big mean girl who liked to make children cry. She also said there was no Santa Claus. But of course there was, and of course there were fairies. Joan clenched her fists unconsciously. She hated Suzanne. Suzanne was a grown-up; she was twelve years old. She lived across the street. Once she had dared Joan to eat dirt, had said she was a sissy if she would not. And when Joan had swallowed the horrible, gritty stuff, Suzanne had laughed and called her "gullable." Joan did not know what that meant, but nothing could sound worse. Remembering it, she had cried herself to sleep that night.

She had never felt strong enough to defy Suzanne. She would like to just once. Everyone was afraid of the big girl who said herself that she was a witch and rode a broomstick at night.

But Joan forgot Suzanne as the procession reached the grave. Bobby, by right of being a man, led with the cover to the cigar box held high in his hands. The lovely, lovely flowers lay around the grave; the penny show was discreetly hidden beneath a layer of dirt. Joan dropped to her knees.

"Hand me the bird, Bobbie."

She had hardly cradled the light form in her arms when,

"Well, and what's happening here?" came a well-known and disagreeable voice. Suzanne!

Joan placed the bird on the ground and stood carefully in front of it.

"What are you hiding behind you?" Suzanne demanded.

Joan was silent.

"Move!" Suzanne marched aggressively toward her.

"No," said Joan ("Oh, save its soul," she prayed to God).

"Move," repeated Suzanne and with the strength of a twelve-year-old arm shoved her out of the way.

Joan cried defiantly, "It's only a dead bird!"

But it was her bird, who must get to Heaven. She, Joan, was responsible for it, and Suzanne, who did not believe in fairies, must not hurt it.

"Only a dead bird," Suzanne sneered. "And what would you do with a dead bird? Bury it, I see. Bury a silly dead bird!" And to show her scorn she moved nearer the small bundle of feathers with its fairy soul and kicked it! Kicked it so that the little body left the ground, then fell heavily back.

Joan felt anger burn through her. She pushed Suzanne aside with such force and such unexpected initiative that the older girl was too surprised to resist. Then she rushed to the bird, looked at it and gasped to Suzanne:

"I hate you, I hate you, I hate you! You've broken its wings, and it won't go to Heaven. Oh, how could you? My bird—and you've made me kill its soul. Tear up the epitaph, June. It won't be saved. It can't fly. Oh, you *are* a witch and a mean, cruel girl and I hate you. Do you hear, you ole—you ole glullable?"

Joan squeezed her eyelids tight to hold back the tears. If only she had not stepped on that crack—

But she guessed she had shown Suzanne.

MARY WILLIS DOUTHAT.

REVELATION

As the chill of the desert twilight began to penetrate George's heavy uniform, he sought an oasis in which to rest and build a comforting fire. He was tired, and his uniform, which had seemed more than adequate several hours ago, no longer kept him warm.

"Yes, this is weary business, this scouting for Arabs." He was not so sure now that his facility with languages was such an asset. That was the main reason he had been chosen as front scout for the Fort Dreyfus relief regiment now on its way to relieve the heavily besieged temporary desert post manned by Paulus.

Spotting vegetation a short distance ahead, George prodded his camel on until he could plainly see palm trees and small shrubs or bushes.

"An oasis! I'll camp here for the night."

Suddenly he reined in his camel. On the sand before him was a bayonet and an empty canteen. Farther along he saw footprints and signs of a desperate struggle. His eyes then fell on a legionnaire lying in the oasis, face down in the sand, apparently dead. There was a deep gash in the man's back from which a slow stream of blood trickled over the already clotted blood onto the white sand.

George turned the soldier over and felt his heart. He was still alive, but unconscious. Tearing strips from his own shirt, George washed and bound his wound, and wrapped him in a blanket. Then the scout gathered palm branches, made a fire, and placed the injured man so that his back would receive full benefit of the heat. Supporting the man's head, George forced a little whiskey between his purple lips. He then slowly lowered his head, and sat back to wait for results. It was too dark for him to see the man's face plainly. He could only tell that he was white, possibly American, and that he had several days' growth of beard. The whiskey warmed the veins of the injured man and increased his circulation. In a few minutes he began to stir.

"Are you feeling better, old man?" George inquired.

"Water—water."

George gave him a cool drink from his canteen. "How long have you been here?"

"I don't know. Probably several hours. Arabs attacked our troop last night and I was taken prisoner. When they thought I was dead, they left me here." The man gasped for breath as though it pained him to talk.

"Well, we should have you 'right as rain' in no time. What you need is food, water, and rest."

"I'm afraid it's no use."

George felt sorry for the man because he was apparently making such an effort to hold on to life, and there was no hope for him.

"I'll get more palm branches for it gets mighty cold out here at night." George left to gather wood. When he returned the soldier was musing to himself.

"Yes, sir, Bill, old man, you've failed at last." The man paused as if to regain enough strength to continue. "You said you would get him if it took your lifetime. Well, it's about to, and still you haven't found him." Coughing momentarily stopped the flow of words. "Stranger, I don't know who you are or what you look like, but you are my friend. I appreciate all you have done for me, especially building that little fire. It relieves this depressing darkness." The wounded man's breath came in short gasps. "I guess you know I don't want to die. I've got a job to finish. I came out here to find a man, and I haven't found him."

"Why are you after this man?" George politely inquired.

"Well, I'll tell you the whole story. It starts back in 1917. One day, after I had been married a few months, I got a notice to be ready to sail for France in three days. At the time my wife and I were living in a little Southern town. Of course I hated to leave her, but I wasn't a bit concerned about her safety. I had recently inherited a considerable fortune and we owned our home; as I knew she would get along all right. Besides, she was a New Englander, and knew how to hold on to money. I sailed from New York September 19, 1917, and my wife

was there to tell me goodbye. She was so young and pretty that day that at the last minute I started to miss the boat, go back home and suffer the consequences. God, how I wish I had! But we thought the war would be over in a few months and I would be coming home again. For over a year I lived in pure hell to make the world safe for democracy."

His tone was ironical and bitter.

"I was at the front most of the time, and it was merely luck that kept me from being killed and fate that kept me from going crazy. Finally, the armistice was signed, and I took the first boat home. All the way I had visions of my wife waiting at the dock for me. We had agreed not to try to communicate unless we were in trouble; and as I had had no word from her, I thought she was all right. I had cabled her which boat I was coming on, and I knew she would be there. When the boat docked a crowd was there to welcome us. Bands were playing, flags waving, and whistles blowing. I can see it as though it were yesterday. Well, my wife wasn't there." He stopped, as though his thoughts wearied him. Then softly began again.

"I kept hoping that she would come, thinking that I had missed her in the crowd. Finally, when everybody had gone and left me alone on the dock, I took the train home. My wife's sister, Virginia, was at the station to meet me.

"Where is Katherine?" I asked. "She's not sick, is she?"

Virginia looked as if she were seeing a ghost.

"Bill!" she exclaimed. "It's really you! I didn't know what to think when I got your cable. I had believed for almost a year that you were killed at Marne."

"Believed I was dead! What gave you that idea?"

"Why, a man named Captain Morrow brought Katherine an official report from Washington which stated that you were among those killed during an air raid."

"I was speechless. I had never heard of Captain Morrow, and I wasn't at the battle of the Marne.

"I finally managed to say, 'Virginia, where is Katherine?'"

"She has married Captain Morrow," Virginia replied.

"I have never had anything affect me as that quiet statement did. My world turned cartwheels before my eyes. Defeat, despair, and disappointment smothered me. I saw Katherine waving to me the day I sailed, promising to wait if it were eternity. My thoughts must have plainly shown on my face because Virginia said:

"Bill, don't be too hard on her. Let me tell you how it happened. When sister returned from New York," she began, as we walked toward home, "she moved in with Mother and me. We knitted socks, wrapped bandages, entertained soldiers, and helped in every way we could. We were so busy that time passed quickly. Then, one day, shortly after

the second battle of the Marne, a soldier came to the house and brought what we then supposed to be an official report of your death. That paper was either a grave mistake on the part of the government or a forgery by Captain Morrow. But he was a fine-looking man, and said he was a friend of yours. Naturally, Katherine was heart-broken, and it was all your Mother and I could do to keep her from going over in search of your body. She had a complete breakdown and had to stay in bed for weeks, but gradually she regained her strength. During her convalescence, Captain Morrow, as we found the soldier's name to be, came often to inquire about her health. His company seemed to cheer her up; therefore, Mother and I arranged it so that they should see each other often. One night Katherine didn't come home, and the next morning we received a telegram saying that she and Captain Morrow had been married. He turned out to be a rascal and a spendthrift. I don't doubt but what the whole thing was planned, and he forged that notice just to marry Katherine for her money. Now they travel a great deal and spend money lavishly. She sold the house to pay some of Morrow's gambling debts. I think most of the money must be gone by this time, too. Bill, what are you going to do?

"I am going to find Katherine and bring her home with me," I said quietly. "Where was she when you heard from her last?"

"Last week I got a post card from her from San Francisco. But," Virginia continued, "I don't think she was going to be there long."

"I decided to take the train for the west coast anyway. A slight clue is better than no clue, and I was determined to find Katherine at any cost."

"When I arrived in San Francisco I hired private detectives to trail Captain and Mrs. Morrow. After weeks of seemingly futile effort, one detective found that a Captain and Mrs. Morrow had been registered at the Ambassador Hotel, but they had checked out. The desk clerk had heard them mention going to England."

Bill was gasping for breath, and George wondered if he were going to have strength enough to go on.

"All my hopes were gone! I could not go to Europe because my money was nearly gone. Therefore, I got a job as an overseer on a truck farm and hung around San Francisco for a couple of years, saving money to continue my search in England."

"In 1921 I sailed for London, certain that I would soon be reunited with my wife if I had to hire half of Scotland Yard to locate her. I had detectives search every town and village within a radius of a hundred miles, but they had no luck. Then my money was soon spent, and I was stranded in London, busted. But one day I remembered that Katherine had a distant cousin in Devonshire, so I got in touch with her. She told me that my wife had died six months before, and Morrow had left England. Said he was wanted for larceny. The dog!

"Katherine was dead. My wife, who had promised to wait for me, was dead! That day I swore I would get him, and I shall! I'll shoot him if it's the last thing I do." Bill was exhausted by this sudden rush of feeling. "Then, I began to follow him. I searched police records; I asked all the newspapers if they would help me locate him. I followed him to Paris, Lyons, Marseilles. That time in Marseilles I almost caught him, but . . ." His voice trailed off in weakness. "The boat pulled off just before I got there. I took the next boat . . . Algiers . . . all those funny-looking people. . . . It was hot . . . hot . . . so hot. Marching, marching. . . . 'Should catch the other troop tomorrow' . . . then I could shoot him . . . marching . . . marching . . . tired . . . so tired. . . . Arabs attacked us . . . soldiers running . . . guns barking. Oh, God, don't let them get me! I've got to find him! . . . my back . . . water . . . water."

George sat still, intently contemplating the dying man. Finally, he picked up his canteen and started toward Bill. The crackling of the fire, the whistling of the wind, and Bill's spasmodic breathing broke the stillness of the desert night.

"Drink this and you'll feel better." George's hand shook as he poured the water. Then he supported Bill's head with one arm and held the cup to his lips with the other. When the cool water touched Bill's parched throat, he raised his eyes gratefully to George's face. The fire threw a rosy glow over the smooth cheeks, making George appear youthful.

Bill's eyes widened in surprise. He knocked the cup from George's hand and feebly sat up. His lips formed words, but no sound came. He slowly lifted his pistol and tried to level it at George's head. But with a soft thud, the pistol struck the sand. Bill's fist relaxed its clench, and he fell back on the sand.

PHYLLIS GATLING.

MUSINGS OF INCONSEQUENCE

ON GRADUATING

And the seniors all were weeping
And the underclassmen too,
And I tried to use an onion, but
It simply wouldn't do.

When lo! A grief came tripping,
Over topping lesser fears,
No more onion-ated hot-dogs—and—
I melted into tears!

HALLIE TOWNES.

AND OF THAT DAY THE MEMORY

On that mountain over there
There is a rock
(A big flat rock).
Beside the rock there is a tree.
Beneath that tree (an apple tree)
He sat with me
Upon the rock.
We talked and laughed
And ate the apples
Till the sun went down.

Now he is gone
Away, away!
(He left by train).
But on that mountain still remain
That big flat rock,
The apple tree,
And of that day the memory.
(The sun was lovely as it set
One star was out before we left).
I hate to go back there alone . . .
That big flat stone . . .
It makes me think of him,
And then I'm sad—
But I want an apple so bad!

SARAH SAWYER.

“—AND I'M NOT SURE”

A shy blond girl
In a middy blouse
With a loose blown curl
She once was.
I tell you so,
But I don't know,
And I'm not sure.

That dimple in her painted cheek
Betrays her.
She met him one day by the creek
I'll wager,
And he kissed her.

A carriage with a golden lining
They rode in.
Their eyes were shining.
But soon she took her love away,
And he missed her.

That wrinkle in her painted cheek
Was once a dimple
All so simple
When she was a shy blond girl
In a middy blouse with a loose blown curl.
I tell you so,
But I don't know,
And I'm not sure.

SARAH SAWYER.

A RHYME

In writing a line
I'm not very fine,
But in stringing a line
I'm *simply* divine.

VIRGINIA TROTTER.

THUS BEAUTY!

She picked a daisy in the field;
She didn't see the bee within.
But he surprised her—cunning one—
And stung her on the chin.
And as the story closes,
Its moral plainly teaches
That when you meet up with a bee
Life isn't all cream and peaches!

BETTY BRANDT.

WHAT PRICE COLORS

I wore a yellow dress that day;
It wasn't new.
I had a green one too,
But I wore the yellow one that day
With ruffles on the sleeve.

The Sunday School was there
Each one all dressed
In Sunday best.
(I was twelve that day.)
And Johnny came in his new hat
With a ribbon 'round the crown.

Ina May with golden curls
Came in a gown
Of pleated silk.
And when she turned and shook her curls,
He dropped his glass of milk
(A sandwich too.)
She made me *so* mad.

Then they strolled down to the brook
And waded.
I hoped the water chilled her feet.
There on the ground I took my seat
And watched them by myself,
And prayed to be sixteen
With a pleated gown
And a pile of curls.
I wore my yellow dress that day
But I wish I'd worn my green.

SARAH SAWYER.

ALUMNÆ SECTION

ALUMNÆ LUNCHEON

(School Dining Room, May 29, 1939)

Alumnae from over the State and from other distant points gathered at Saint Mary's on Monday, May 29th, to observe Alumnae Day. After attending the senior class day exercises in the grove, alumnae met in the dining room at 12:30 for the annual luncheon, which proved to be one of the most successful and interesting in many years. Miss Letty Lassiter, of Oxford, of the class of 1935 acted as toastmistress for the occasion and presided over the luncheon with ease and grace. Miss Nell Battle Lewis, of Raleigh, member of the class of 1911 made the main address and spoke on the contribution of a religious school to education at the present time. The address was acclaimed by all as the most stirring ever delivered at a commencement luncheon.

Seated at the speaker's table were Miss Letty Lassiter, toastmistress; Mrs. Ernest Cruikshank, who welcomed alumnae to the school; Mrs. Alex Cooper, of Henderson, who responded in behalf of the alumnae; Mrs. Bennett Perry, of Henderson, who welcomed the seniors as alumnae; Miss Peggy Hopkins, of Bel Air, Md., president of the senior class, who responded in behalf of the seniors, and Miss Kate Spruill, Alumnae Secretary.

The classes having reunions this year were the classes of 1936, 1934, 1929, 1924, 1919, 1914, 1909 and 1889.

The program for the luncheon was as follows:

Toastmistress, Letty Lassiter, '35.

Welcome to Alumnae.....	Margaret Jones Cruikshank
Response.....	Ellen Faucett Cooper
"In a Grove of Stately Oak Trees."	
Welcome to Seniors.....	Katharine Drane Perry
Response.....	Peggy Hopkins
Address.....	Nell Battle Lewis
"Alma Mater."	

Among those present were:

Mrs. William J. Gordon.....	Spray, N. C.
Mrs. O. A. Hamilton.....	Chapel Hill, N. C.
Mrs. W. A. Simpson.....	Salemburg, N. C.
Mrs. W. L. Long.....	Raleigh, N. C.
Mrs. Samuel Lawrence.....	Raleigh, N. C.

Mrs. James H. Cordon.....	Raleigh, N. C.
Mrs. Ernest P. Hough.....	Raleigh, N. C.
Mrs. Paul E. Davis.....	Raleigh, N. C.
Margaret Ricks.....	Hanes, N. C.
Ann Boyd Whitaker.....	Hanes, N. C.
Sarah Hall.....	Scotland Neck, N. C.
Polly Easley.....	Rocky Mount, N. C.
Rosemary Horne.....	Winston-Salem, N. C.
Katharine Williams.....	Raleigh, N. C.
Mrs. John C. F. Hicks.....	Goldsboro, N. C.
Florence H. Jones.....	Raleigh, N. C.
Isabel B. Busbee.....	Raleigh, N. C.
Mrs. J. B. Cheshire.....	Raleigh, N. C.
Elizabeth Montgomery.....	Raleigh, N. C.
Sarah F. Cheshire.....	Raleigh, N. C.
Irma Deaton.....	Raleigh, N. C.
Mrs. R. C. Howieson.....	Raleigh, N. C.
Joan McIntyre.....	Raleigh, N. C.
Martha Ann Farmer.....	Raleigh, N. C.
Susan Marshall.....	Raleigh, N. C.
Kate D. Raney.....	Raleigh, N. C.
Mrs. L. V. Sutton.....	Raleigh, N. C.
Mrs. A. S. Pendleton.....	Raleigh, N. C.
Mrs. F. S. Spruill.....	Raleigh, N. C.
Mrs. C. M. Gilliam.....	Petersburg, Va.
Miss Louise Wright.....	Raleigh, N. C.
Mrs. S. F. Telfair.....	Raleigh, N. C.
Elizabeth W. Thompson.....	Raleigh, N. C.
Frances W. Thompson.....	Westwood, N. J.
Mrs. Marsden Bellamy.....	Wilmington, N. C.
Mrs. Vernon Giles.....	Lynchburg, Va.
Mrs. Joel Cheatham.....	Henderson, N. C.
Mrs. R. E. Clements.....	Henderson, N. C.
Mrs. Davis Harrington.....	Fuquay Springs, N. C.
Daisy B. Waite.....	Raleigh, N. C.
Mrs. George Blumenthal.....	New Iberia, La.
Mrs. A. B. Stoney.....	Morganton, N. C.
Mrs. Frank Graham.....	Chapel Hill, N. C.
Nancy Gordon.....	Baltimore, Md.
Mrs. John Andrews.....	Raleigh, N. C.
Georgia Goodson.....	Winston-Salem, N. C.
Almeria Gordon.....	Roanoke, Va.
Elizabeth Stoker.....	Raleigh, N. C.
Lizzie H. Lee.....	Raleigh, N. C.
Mrs. Charles Hancock.....	Raleigh, N. C.
Mrs. Ashby Baker.....	Raleigh, N. C.

Mrs. W. A. Withers.....	Raleigh, N. C.
Mrs. Archibald Horton.....	Raleigh, N. C.
Mrs. John V. Higham.....	Raleigh, N. C.
Miss May V. Johnson.....	Raleigh, N. C.
Mrs. T. W. M. Long.....	Roanoke Rapids, N. C.
Mrs. Thomas C. Powell, Jr.....	Raleigh, N. C.

THE CONTRIBUTION OF THE CHURCH SCHOOL TO EDUCATION

(An address by Nell Battle Lewis before the Alumnae Association of Saint Mary's on May 29, 1939.)

Madam Toastmistress, Mrs. Cooper, Mrs. Cruikshank, and Fellow Alumnae:

It is an honor and a pleasure to speak to you today, an honor to have been chosen when there are so many more distinguished speakers whom you might have had, and a pleasure because I really have something to say.

The very flattering introduction reminds me of a eulogy delivered by a minister at the funeral of a man who had not been very good or very respectable. The minister launched into a panegyric, lauding the reprobate to the skies. The widow listened to him for a while and then, with growing incredulity, said to her little boy who was sitting beside her, "Jimmy, go over there and look in the coffin and see if that's your Pa."

When Letty told me that in introducing me she was going to tell the story of my life, I was slightly uneasy, but I was relieved to learn that it was to be an expurgated edition. Now I discover that it is not only expurgated but highly embellished.

Referring to my school days at Saint Mary's, she went back into the dark ages when women did not smoke, drink or vote; when there were no airplanes and no radio; when the movies were flickering through their infancy; when there were few automobiles and locally no good roads; when "The Pink Lady" was the musical comedy hit; the "Turkey Trot," "Bunny Hug" and "Grizzly Bear," the dances of the hour; and "Everybody's Doing It," the most popular song.

From out of that dim pre-history she has resurrected a problem-child who is somewhat embarrassed to be introduced to this select gathering, representing as it does the cream of Tarheel society and the Amen-corners of numerous Episcopal churches. Piety and decorum! What should that wild child be doing in the midst of these!

Yet, by that "whirligig of time" of which the clown in "Twelfth Night" spoke last Saturday, here she is, about to make to you what the program calls an "address." Surely that is strange enough, but even stranger is it that she, of all people, should have been instructing—or trying to instruct—the young at this school. And, most wonderful of all it is that, having ended up an old-maid school-marm, SHE LIKES IT!

I can never quite get rid of this child, for she insists upon haunting me. Out of grave academic situations she peers at me with a derisive grin, and against the figurative rod with which I should discipline my students she raises a protesting hand. Not only does she haunt me; she taunts me as well, and the burden of her jibing is, "Who are you?"

In fact, she even moved me recently to write a sonnet:

I fear that I shall never sit with ease
Within the grave and staid preceptor's chair,
For, mocking me for my position there,
A ghost returns to taunt me and to tease;
A ghost whom I cannot impress or please
By false assumption of a learned air;
One who regards me with a knowing stare,
And bluntly asks, "Who set *YOU* over these?"
Behind each student in my every class,
Invisible to them, this shade I see,
Whom I am powerless to dismiss, alas,—
Wraith of the careless child I used to be,
Who jeers, "So wise to tell them what to do?
Imparting knowledge, giving counsel—*YOU*?"

So I'm afraid we'll have to give her a place in this gathering, and make the best of it. I trust she behaves herself.

But, even now, when I tell you that I am going to make an address on education, there she goes, leering at me again as she inquires, "Where is your union card?" And, true enough, I have no card to the pedagogical union, and hence technically am unqualified to speak on education. I am only a scab with respect to this union. I know no theoretical pedagogy whatever. I have no magic M. A. to admit me to esoteric academic mysteries. For me educational psychology is a complete and cheerful blank. In me you see only the humblest of bachelors of arts, but one who happens to have a deep interest in and warm affection for adolescent girls. There are my credentials, admittedly not very impressive. You must be the judges of their worth. And so now, for business:

If I should give this talk a title, it would be a slang expression that the girls use, "We've got something here!" I am sincerely interested,—and I hope you will be, too,—in inquiring just what

it is that we have here at Saint Mary's which gives this school unique character and value in the educational field. We all know what Saint Mary's has meant in our own lives; for instance, it meant much, much more in my own than I ever dreamed it would while I was here. We know something, too, about what Saint Mary's for many years has meant to North Carolina and the South. But I want us to inquire now into what Saint Mary's and schools like it mean to the whole country—indeed, to the whole world.

At present we are in an age of rationalistic materialism akin in spirit to the period of the worship of reason in the 18th Century. Science is the deity of our day. Because the development of numerous scientific concepts during the last century was found to be opposed to certain theological dogmas (dogmas unrelated to true religion of heart and life), it has been assumed by large numbers of people that science and religion are irreconcilable and too often religion has gone by the board. As a consequence, we find today a most appalling spiritual lag in our civilization, a civilization which, apparently, is rushing to its destruction unless there can be some spiritual renaissance to save it.

In endeavoring to walk a tight-rope between the new fashionable rationalism and the old theological dogma, the Church by compromising has lost much of its influence and much of the power of its ancient simple faith, and has allowed a large part of the character education of youth to pass to other agencies qualified to deal with it only partially. This has been a great public misfortune whose disturbing results are everywhere apparent at present. But, though the Church has surrendered in part, she has not done so wholly, and I consider it of the gravest importance that she never should.

For the youth, like the man, is not merely a physical or intellectual being. At his deepest level he is a spiritual being, and no educational processes which neglect that basic fact can ever be fully productive, however well-intentioned or elaborately planned they may be. The derivation of the word, education, is from the Latin, *educō*, to lead forth; so the object of education should be to lead the youth forth from juvenile ego-centricity and self-absorption into altruistic and socially responsible maturity in which he takes part productively in the common life; or, more poetically, as Browning, believer in God's immanence in man, says, "opening out a way when the imprisoned splendor may escape." No educational agency not definitely religious is qualified to do this adequately.

Not very "modern," that pronouncement, is it—not very "progressive," not very "advanced"? Probably not, but it happens to be true.

When I say that the youth like the man is not merely a physical or intellectual being but a spiritual being, I mean that he is one who has relation with a reality which is not comprehended by what we call the objective world; who has correspondence with an invisible, imponderable

but actual realm of true and ultimate values which science cannot measure or weigh. That realm is the domain of religion. Here a distinction should be clearly made: religion is not ethics or morals. Religion is a personal relation to the great Companion of our souls—or, to refer again to Latin derivation—a binding of the human spirit to that infinite Spirit which is its source and its end. This is the relation in which alone man is complete and by which alone he can be empowered to his full potentiality. To ignore this fundamental relation is the blindest mistake that education can make and one which in the end can bring about nothing but confusion. It is my firm conviction that the current widespread ignoring and even ridicule of this relation is the cause of most of the ills of a world which has lost its spiritual footing.

In our educational system as a whole we have been so busy training the minds of students that we have forgotten that the good life can never be lived by the trained mind alone, but only by the disciplined and liberated spirit, the spirit freed by its own self-discipline, the "heart at leisure from itself." We have been so impressed with our ability to conquer time and space by means of our manifold and marvelous mechanical inventions that we have forgotten that the most important things we have to conquer are ourselves. To a degree far too great we have been attempting to guide the student by the *ignis fatuus*, the will-o'-the-wisp, of intellectualism, instead of by The Light of the World.

This is the gravest mistake of the most practical significance. For this is a spiritual universe. As Emerson says, "We are begirt by spiritual laws which execute themselves." These laws operate with relentless certainty, regardless of our ignorance or knowledge of them, just as a person's ignorance of the law of gravity would not in the slightest affect the operation of that law. Were he to step from the fortieth story of the Empire State Building in the fond delusion that he could walk on air, he would be just as dead when he hit the ground as if he had known as much about the law of gravity as Newton himself. Just so the laws of the spirit operate with the same certainty whether we know them or not. Hence, it is of first importance that we should know what these laws are, for in our obedience to them lie our happiness and success and in our infraction of them our suffering and failure. Thus, knowledge of these laws and obedience to them should be the prime objective of education.

And these laws have been fully revealed by the supreme religious Genius whose followers, at least in name, we are. We are not clever, we are not wise, we are not even intelligent if in our educational process we neglect that revelation. In fact, we are merely stupid if we do not make it the cornerstone of everything else we teach. And, however imperfectly that objective may be realized, it is the objective of the Church school. To its students the Church school says in effect:

"You are here to partake of the fruits of man's increasing knowledge, but you are here also to learn something of even greater importance:

that intellectual knowledge alone can never fit you to deal adequately with a universe whose foundations, we hold, are spiritual. You are here to be educated in the ordinary sense of the word, yes; but, more important, in the profoundest sense. The education which will be offered you here is of a specific sort: it is Christian education whose inspiration is the Perfect Man of Nazareth, that embodiment of all the virtues which it is the chief function of education to help you to develop, that completely socialized and perfectly adjusted Man who is held up to you here as the true model of human conduct, and by contact with whose still-living Spirit you can be empowered to live the life of love. Over this school actually and figuratively stands the Cross, for here we believe that only under that emblem of self-donation can education be really complete."

This is what the Church school says. Now, what is the response of its students? On them, I think, the influence of the Church school is more subtle than direct, more in its general atmosphere and tone than in any specific aspect. During the required chapel services many students, doubtless, are inattentive and bored, as I used to be when I was in school here. Yet, all unconsciously, something is seeping into them; leaven whose results will show years later is beginning to work in them; precious seed is being sown in their subconscious depths which long afterward may "spring and grow up, they know not how." Day after day they take part in the ordered beauty and decorum of the services of an ancient communion; day after day an old, deep, stabilizing loyalty is fostered in them; day after day great prayers in the noblest English prose sound in their adolescent ears, as the overtones of faith and aspiration of these prayers sound—usually unrecognized—on the inner ear. Years afterward, when all science is powerless to help them in the perplexities and stresses and despairs of their inner lives, when all mere ethics is a broken reed, and the most brilliant intellectualism but sounding brass, these students may remember and be thankful that in their impressionable youth they were shown the indestructible spiritual Rock and were definitely steered toward "that island which the floods cannot overwhelm."

Adolescence is very malleable stuff, and the forces that mold it frequently are of the subtlest sort. The habit patterns of adult life are being formed then, and that educational institution is wise which says that in these patterns there shall be included the golden thread of faith. As the eminent philosopher, George Santayana, says in a fine sonnet:

"Our knowledge is a torch of smoky pine,
That lights the pathway but one step ahead
Across a void of mystery and dread;
Bid, then, the tender light of faith to shine,
By which alone the human heart is led
Unto the thinking of the thought divine."

Some years ago I wrote in my column in *The News and Observer* on the ten most beautiful things in North Carolina. The Doric repose of the State Capitol, the roseate clouds of bloom of the Moore County peach orchards, the grandeur of our Western mountains, were some of the things I mentioned. But once recently, as I was sitting in the Chapel here, I saw something else which, I think, should head the list.

There was in progress a Communion service commemorating the donation of the perfect life for the good of other men. The Chapel was filled with adolescents who in their ordinary affairs were normal, healthy, lively girls who didn't always know their lessons. Now, in modish street clothes as the congregation in the Chapel they formed an unusually pretty and stylish group of American youth. But over them brooded a sweet seriousness. Again and again the rail before the altar was filled with them, was emptied and refilled. From young hand to hand the silver, wine-filled chalice passed; on smooth palm after palm the priest laid the symbolic bread. So on, until the whole congregation of girlhood had participated in that beautiful and solemn feast.

As I watched a group of them as they knelt before the altar with its central Cross, I thought: "The list in my column was incomplete, for this is the most beautiful thing in North Carolina; for here is profound beauty that has true promise—the dedication of youth to this matchless ideal of love and service, an ideal eternally valid, of influence still incalculable. From those here now who hold to it that ideal will spread into many homes, into many lives. Yes, there's no doubt about it: *this* is the most beautiful thing in North Carolina."

So, in truth, "we've got something here!" Let us recognize it. Let us never minimize it. Let us cherish it and be faithful to it. Let us thank God that here, through the subtle effect of an environment in which the things of the spirit are presented day after day as of vital importance, adolescence, struggling in its birth of a larger and more socialized self, is given opportunity and encouragement to begin the development of the self in its full dimensions of spiritual manhood; and that in the midst of the current fallacious rationalism and materialism Saint Mary's is privileged still to hold up as the spiritual ideal of education the most beautiful example of the life of love and service that the world has ever known.

MEETING OF THE GENERAL ALUMNÆ ASSOCIATION

(May 29th, 1939, Saint Mary's Auditorium)

The Saint Mary's Alumnæ Association held its annual business meeting in the school auditorium on Monday, May 29, at 2:30. The meeting was called to order by Mrs. Alex Cooper, of Henderson, president of the General Alumnæ Association. Miss Kate Spruill, Alumnæ

Secretary, read the minutes of the last meeting, and Mrs. W. A. Withers, treasurer, gave the treasurer's report for the year, reporting a balance for May 30, 1938, of \$146.34; total receipts for the year 1938-39, \$581.72; total disbursements, \$259.56; and a balance of \$322.16 for May 29, 1939. Mrs. Cooper then gave her address to the alumnae, and following the president's report, the Alumnae Secretary gave her report of activities for the year.

There being no old business to come before the meeting, attention was turned to new business. Mrs. Cooper declared the floor open for nominations for the committee responsible for nominating candidates for the president of the Alumnae Association to go into office next May. The following were nominated: Mrs. Sam Lawrence, of Raleigh; Miss Martha Dabney Jones, of Saint Mary's School; Mrs. W. D. Toy, of Chapel Hill; Miss Daisy Waite, of Raleigh; and Mrs. William Gordon, of Spray. Mrs. Toy, Mrs. Gordon and Mrs. Lawrence were elected.

The following committee was named to nominate candidates for the alumnae council.

The retiring members of the council are Miss Easdale Shaw of Rockingham and Miss May Johnson of Raleigh.

Mrs. Gordon then moved that the alumnae see that the inspirational and scholarly address made by Miss Nell Battle Lewis at the preceding luncheon be given a wider circulation and that efforts be made to have the address published in some outstanding educational magazine. The motion was seconded and passed and Mrs. Gordon was named to head a committee to work for that purpose.

Miss Elizabeth Tucker of Saint Mary's then brought up the matter of alumnae activity in the coming centennial of the school and urged alumnae to take action on some drive. Miss Kate Spruill continued the discussion and cited the action of the senior class in giving \$2.00 apiece to go toward an alumnae fund as an example to be followed by alumnae. The idea of alumnae taking as their project the redecoration of the parlor was discussed. Many present thought the redecoration of the parlor too small a project to adopt. After further discussion along this line, Mrs. T. C. Powell, Jr., moved that the alumnae take this as a separate and immediate project to be completed before the centennial, and that for the centennial, alumnae combine their efforts with members of the Diocese in a centennial drive. Mrs. Powell also moved that the Alumnae Secretary circulate letters to all alumnae immediately soliciting donations for the purpose of redecorating the parlor as soon as possible. Miss Elizabeth Tucker, Mrs. Powell and Miss Kate Spruill were appointed to write and circulate the letter. Mrs. Frank Graham of Chapel Hill was appointed to head the Decorating Committee and Miss Elizabeth Thompson of Raleigh and Mrs. Joel Cheatham of Henderson were appointed to serve on the committee.

After a rising vote of thanks was given for the work of Mrs. Alex Cooper, president of the Association, the meeting was adjourned.

REPORT OF ALUMNÆ SECRETARY

Another year has passed and it is once again time to give you a report of the Alumnæ Secretary's work for the school session 1938-39. The report will be of a very general nature because of obvious reasons, and will give only in outline form the work of the year just passed.

The files containing names and addresses of alumnæ have been corrected and kept up to date to the best of my knowledge, and individual cards for last year's graduates and for those students not returning have been added.

The general correspondence and chapter information files have been continued from last year and have been kept in order.

Three alumnæ sections of the *Bulletin* have been edited and I have tried to make the published material more interesting for alumnæ. With this in mind, permanent class secretaries have been elected in recent classes, and class letters carrying informal and personal news of the various classes have been added. I have also contributed news of Saint Mary's to the *Carolina Churchman* and to several other church publications.

The Granddaughters Club was again organized this year, and at the beginning of the year sponsored a project and contributed the money made from this to the Student Centennial Fund. I have worked with the Student Centennial Drive Committee, which has been very successful in its several projects. The Commemorative Plate project sponsored by the General Alumnæ Association has called for much work in advertising and selling. I am glad to say the project has been a successful one, all of our first order of twenty dozen plates having been sold.

Numerous letters have been sent to alumnæ concerning chapter organization, contributions to the *Bulletin* and *Belles*, dues, class news, class reunions, and innumerable other things.

I have represented Saint Mary's at two Diocesan Conventions, one in Chapel Hill and one in Greenville, S. C., and have visited six towns: Salisbury, Greensboro, Winston-Salem, Greenville, Burlington, and Rocky Mount. I also appeared before the Civitan Club last fall to give a history of the school. I have handled all publicity for the school and have had duties in the library.

I thank you for the opportunity of working as your Alumnæ Secretary, and again I say that for me the year has been a pleasant one. May we look forward to the future for great adventures as we work together as one, keeping ever in mind the celebration of our centennial year.

Respectfully,

May 29, 1939.

KATE SPRUILL.

PARLOR TO BE REDECORATED BY ALUMNÆ**ALUMNÆ:**

Wake up—listen—join in and do your part! Here is news for you!

Did you know that the parlor windows are still hung with the dingy red draperies; that the same box seats line the wall; that the furniture has the aged sags; that the walls could well stand a coat of paint or some appropriate wall paper, and that in general the entrance hall and the parlor fall *far* below the standards of beauty and dignity which rightfully belong to Saint Mary's?

At a general meeting of the Alumnæ Association held at the school on Monday, May 29, alumnæ adopted the redecoration of the parlor as their new project—the project to be completed by fall. The school is now carrying on an extensive program improving buildings and grounds, and could possibly find money to redecorate the parlor. BUT, while the school could do the *necessary* reconstruction, the school as an institution could not give that little finished touch, that little "*je ne sais quoi*" that we who have Saint Mary's bred in our bones couldn't fail to give if we took the idea seriously and worked at it as a personal task and pleasure.

So let's have this as an alumnæ project, and let's have, when we have finished, a gracious and characteristic entrance to the school. Now that we have accepted the responsibility, we cannot fail.

With a little financial boost from each of our 5,000 members, we could all experience the little glow of satisfaction that comes on entering a distinctive place that *belongs* to us.

The small becomes large, and in the fall Saint Mary's will greet her new daughters in quarters more representative of her. Don't let *your* spot on the wall be left bare by neglect. Your help may not buy a chandelier or even a chair, but remember lamps and slip covers are needed, too.

Here is a project of interest to all. What does *your* interest amount to?

SEND YOUR CONTRIBUTION TODAY. YOU WILL FORGET IT TOMORROW.

ALUMNÆ NOTES

Olive Cruikshank, '37, was elected as May Queen at the University of North Carolina this spring to reign over the May Festival.

Louisa Sloan, '37, was in the May Court at Salem this spring.

Mary Jane Yeatman, '38, has been elected president of the Pi Beta Phi chapter at Chapel Hill for next year.

Martha Dabney Jones will attend summer school at the University of Virginia this summer.

Helen Andrews is working for a degree at the University of North Carolina.

Betty Cleavenger recently won a dramatic contest in Washington and has gone to Hollywood as a result.

Margaret Bullitt Caldwell, of New Orleans, will be in Chapel Hill this summer.

The following girls were graduated from various colleges in June: Olive Cruikshank, University of North Carolina; Clara Bond Anderson, Goucher College; Lucille Aycock, Meredith College; Clarice Bailey, Sweet Briar; Virginia Bower, University of North Carolina; Kathryn Fleming, University of North Carolina; Agnes Gregory, Converse; Eleanor Jackson, University of North Carolina; Hannah Huske, W. C. U. N. C.; Nancy Jernigan, Duke; Louise Martin, Randolph-Macon; Jessie Skinner, Salem; Helen McBride, Woman's College of Florida; Lillian Small, Goucher; Janet McConnell, Duke; Connie Lee Thigpen, University of North Carolina; Beverly Vann, Converse; Louise Walker, University of North Carolina; Ann Whaling, Salem; Katherine Williams, Mary Baldwin; Mary Wood Winslow, University of North Carolina; Elsa Winters, University of North Carolina; Helen Rose Witten, Duke; Virginia Worth, Mary Baldwin; Hannah Huske, W. C. U. N. C.; Mary Barrow, Duke University; Kitty Bernhardt, W. C. U. N. C.; Margaret Ricks, Salem College.

ENGAGEMENTS

Nancy Gordon, of Spray, to Emerson Penn Dameron, of Clinton and Greensboro. The wedding will take place in the fall.

Perry Belle Walton, of West Palm Beach, Florida, to Philip O'Connell, of West Palm Beach, Florida.

WEDDINGS

Ann Bradford, of Manassas, Va., to Arthur Williams 2nd, of Manassas.

Elizabeth Chase Lyerly, of Hickory, to Charles Lilborne Morgan, of Hickory.

Margaret Vass, of Raleigh, to Herbert W. Stockard, of Raleigh, in Saint Mary's Chapel in May.

